DOCUMENT RESUME

ED 105 279 CE 003 591

TITLE	Management Study of the Division of Special Schools. Final Report. [Summary and Appendices].
INSTITUTION	Peat, Marwick, Mitchell and Co., Sacramento, Calif.
SPONS AGENCY	California Council on Criminal Justice, Sacramento.; Los Angeles County Superintendent of Schools, Calif.
PUB DATE	Jun 73
NOTE	525p.; Summary pp. 222-41. Appendixes pp. 242-525
EDRS PRICE	MF-$ 0.92 HC-$26.02 PLUS POSTAGE
DESCRIPTORS	*Correctional Education; *Data Analysis; Delinquency Prevention; Delinquent Rehabilitation; Educational Assessment; Educational Needs; Educational Objectives; *Evaluation Methods; Institutional Administration; Institutionalized (Persons); Institutional Schools; Interviews; Measurement Instruments; Program Administration; *Program Evaluation; Research Projects; *School Surveys; Secondary Education; Special Schools; Tables (Data)
IDENTIFIERS	Los Angeles County Juvenile Camp System

ABSTRACT

The three volume report documents the project to review and evaluate the educational component of the Los Angeles County Juvenile Camp System: the first volume summarizes the project; the second presents in detail the project design, findings and conclusions, recommendations, and guidelines for implementation; and the third volume contains extensive appendixes (instruments and percentages derived from data). Objectives of the study were: (1) identify educational needs, current and projected, in the youth detention facilities; (2) give priority ranking to educational objectives; (3) evaluate effectiveness in terms of needs and priorities; and (4) recommend changes, new programs, staffing patterns, management procedures, and improvements in communication and coordination within the special schools division and with other agencies. The data base was taken from interviews with 101 school staff members, 106 probation department staff members, 43 camp students, 168 released students, and from camp file reviews of 203 males and 60 females and public school file reviews of 104 released students. Findings identified problems in the camp system stemming from administrative structure and the special need for individual attention to students. Recommendations, their priorities, and the administrative groups responsible for their implementation are covered in detail. (MDW)

ED105279

MANAGEMENT STUDY
# of the
DIVISION OF SPECIAL SCHOOLS

Office of the
Los Angeles County Superintendent of Schools

Final Report

June 1973

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE 003 591

The preparation of this report was partially funded by the California Council on Criminal Justice under the provisions of the *Omnibus Crime Control and Safe Streets Act of 1968.*

8/3

TABLE OF CONTENTS

Page

Foreword

Credits

PART A. PROJECT DESIGN

I – INTRODUCTION . . . . . I- 1
Background . . . . . I- 1
Project Objectives . . . . . I- 3
Scope of the Project . . . . . I- 4
Camp Characteristics . . . . . I- 6

II – STUDY METHODOLOGY . . . . . II- 1
Design of Evaluation Instruments . . . . . II- 2
Data Collection Techniques II-10
Analytical Techniques II-18
Feedback Sessions II-27

III – ORGANIZATION OF FINAL REPORT . . . . . III- 1

EXHIBITS
Exhibit II- 1 – Scale and Scoring Keys for Rating of Objectives II-21
Exhibit II- 2 – Original Set of 45 Objectives II-24

PART B. SUMMARY OF FINDINGS AND CONCLUSIONS

I – GENERAL DISCUSSION . . . . . I- 1

II – PROFILE OF CURRENT AND PROJECTED POPULATION . . . . . II- 1
Current Population . . . . . II- 1
Summary of Current Population II-27
Projected Population II-28

III – EDUCATIONAL NEEDS, OBJECTIVES AND PRIORITIES . . . . . III- 1
Common Needs of the Majority of Students . . . . . III- 2
Other New or Expanded Programs . . . . . III- 3
Objectives and Priorities . . . . . III- 4

Page

IV – ASSESSMENT OF EXISTING PROGRAMS . . . . IV- 1
  Summary of Camp Programs . . . . IV- 1
  Relevancy of Educational Programs . . . . IV- 5
  Student History After Release IV-14
  Administration of Educational Programs IV-33
  Responsiveness to Educational Needs IV-36

V – ORGANIZATION AND MANAGEMENT SYSTEM . . . . V- 1
  Juvenile Justice System . . . . V- 1
  Organizational Structure . . . . V- 2
  Decision-making Procedures . . . . V- 8
  Lines of Communication V-11
  Budget Resources V-15
  Existing Information System V-21
  Staffing and Training V-22

EXHIBITS

Exhibit II- 1 – Age as of File Review – Recidivist Males . . . . II- 6
Exhibit II- 2 – Age as of File Review – Nonrecidivist Males . . . . II- 6
Exhibit II- 3 – Race of Youth – Recidivist Males . . . . II- 7
Exhibit II- 4 – Race of Youth – Nonrecidivist Males . . . . II- 7
Exhibit II- 5 – Location Prior to Assignment – Recidivist Males . . . . II- 8
Exhibit II- 6 – Location Prior to Assignment – Nonrecidivist Males . . . . . . II- 8
Exhibit II- 7 – Primary Reason for Most Recent Referral – Recidivist Males . . . . II- 9
Exhibit II- 8 – Primary Reason for Most Recent Referral – Nonrecidivist Males . . . . II- 9
Exhibit II- 9 – Secondary Reason for Most Recent Referral – Recidivist Males II-10
Exhibit II-10 – Secondary Reason for Most Recent Referral – Nonrecidivist Males II-10
Exhibit II-11 – Employment Status Prior to Placement – Recidivist Males II-11
Exhibit II-12 – Employment Status Prior to Placement – Nonrecidivist Males II-11
Exhibit II-13 – Intelligence Level – Special Schools Files – Recidivist Males II-12
Exhibit II-14 – Intelligence Level – Special Schools Files – Nonrecidivist Males II-12
Exhibit II-15 – Verbal Achievement – Special Schools Files – Recidivist Males II-13
Exhibit II-16 – Verbal Achievement – Special Schools Files – Nonrecidivist Males II-13

Page

Exhibit II-17 – Arithmetic Achievement – Special Schools Files – Recidivist Males . . . II-14
Exhibit II-18 – Arithmetic Achievement – Special Schools Files – Nonrecidivist Males . . . II-14
Exhibit II-19 – School Attendance Prior to Placement – Recidivist Males . . . II-15
Exhibit II-20 – School Attendance Prior to Placement – Nonrecidivist Males . . . II-15
Exhibit II-21 – Educational Program Prior to Placement – Recidivist Males . . . II-16
Exhibit II-22 – Educational Program Prior to Placement – Nonrecidivist Males . . . II-16
Exhibit II-23 – Vocational Training During Placement – Recidivist Males . . . II-17
Exhibit II-24 – Vocational Training During Placement – Recidivist Males . . . II-17
Exhibit II-25 – Age as of File Review – Females . . . II-21
Exhibit II-26 – Race of Youth – Females . . . II-21
Exhibit II-27 – Location Prior to Assignment – Females . . . II-22
Exhibit II-28 – Primary Reason for Most Recent Referral – Females . . . II-22
Exhibit II-29 – Secondary Reason for Most Recent Referral – Females . . . II-23
Exhibit II-30 – Employment Status Prior to Placement – Females . . . II-23
Exhibit II-31 – Intelligence Level – Special Schools Files – Females . . . II-24
Exhibit II-32 – Verbal Achievement – Special Schools Files – Females . . . II-24
Exhibit II-33 – Arithmetic Achievement – Special Schools Files – Females . . . II-25
Exhibit II-34 – School Attendance Prior to Placement – Females . . . II-25
Exhibit II-35 – Educational Program Prior to Placement – Females . . . II-26
Exhibit II-36 – Vocational Training During Placement – Females . . . II-26
Exhibit III-1 – Priorities for Objectives: Academic Development . . . III- 7
Exhibit III-2 – Priorities for Objectives: Personal Development . . . III- 8
Exhibit III-3 – Priorities for Objectives: Social Development . . . III- 9
Exhibit IV- 1 – Camp Summaries . . . IV- 3
Exhibit IV- 2 – Courses Offered . . . IV- 4
Exhibit IV- 3 – Intelligence Level – Special Schools Files – Males . . . IV-20
Exhibit IV- 4 – Intelligence Level – Special Schools Files – Females . . . IV-20
Exhibit IV- 5 – Verbal Achievement – Special Schools Files – Males . . . IV-21
Exhibit IV- 6 – Arithmetic Achievement – Special Schools Files – Males . . . IV-21
Exhibit IV- 7 – Verbal Achievement – Special Schools Files – Females . . . IV-22
Exhibit IV- 8 – Arithmetic Achievement – Special Schools Files – Females . . . IV-22
Exhibit IV- 9 – Educational Program Prior to Placement – Males . . . IV-23
Exhibit IV-10 – School Attendance Prior to Placement – Males . . . IV-23
Exhibit IV-11 – Educational Program Prior to Placement – Females . . . IV-24
Exhibit IV-12 – School Attendance Prior to Placement – Females . . . IV-24

Page

Exhibit IV-13 – Vocational Education Achievement upon Release – Males . . .IV-25
Exhibit IV-14 – Vocational Education Achievement upon Release – Females .IV-25
Exhibit IV-15 – General Academic Status upon Release – Males IV-26
Exhibit IV-16 – General Academic Status upon Release – Females IV-26
Exhibit IV-17 – Educational Program Since Return to Public School – Males .IV-27
Exhibit IV-18 – Educational Program Since Return to Public School – Females IV-27
Exhibit IV-19 – Verbal Achievement Since Return to Public School – Males . .IV-28
Exhibit IV-20 – Arithmetic Achievement Since Return to Public School – Males IV-28
Exhibit IV-21 – Verbal Achievement Since Return to Public School – Females IV-29
Exhibit IV-22 – Arithmetic Achievement Since Return to Public School – Females IV-29
Exhibit IV-23 – School Attendance Since Return to Public School – Males . .IV-30
Exhibit IV-24 – School Attendance Since Return to Public School – Females .IV-30
Exhibit IV-25 – Academic Status Since Return to Public School – Males IV-31
Exhibit IV-26 – Academic Status Since Return to Public School – Females . .IV-31
Exhibit IV-27 – Social Adjustment Since Return to Public School – Males . . .IV-32
Exhibit IV-28 – Social Adjustment Since Return to Public School – Females .IV-32
Exhibit V-1 – Juvenile Justice System – Activities Preceding Juvenile Camp Placement . . . . V- 4
Exhibit V-2 – Los Angeles County Probation Department – Organization Chart . . . . V- 5
Exhibit V-3 – Administrative Organization – Office of the Los Angeles County Superintendent of Schools . . . . V- 6
Exhibit V-4 – Administrative Organization – Division of Special Schools . . V- 7
Exhibit V-5 – Financial Summary – Division of Special Schools V-17
Exhibit V-6 – Camp Schools Budgets – 1971-72 and 1972-73 . . . . V-18
Exhibit V-7 – Probation Department – Budget History – Boys' Camps . . . V-19
Exhibit V-8 – Probation Department – Budget History – Las Palmas School for Girls V-20
Exhibit V-9 – Special Schools Staff Profile V-23

PART C. RECOMMENDATIONS

I – GENERAL DISCUSSION . . . . I- 1

II – KEY DECISION POINTS . . . . II- 1
Management Mode . . . . II- 1
Camp Treatment and Prescription Team . . . . II- 5
Assessment of Individualized Student Needs . . . . II- 9
Information System II-10

Page

III – EDUCATIONAL PROGRAMS .III- 1
  Basic Skills .III- 1
  High School and GED Programs .III- 3
  Prevocational Training and Guidance .III- 4
  Work-Study Programs .III- 7
  Other New or Expanded Programs .III- 8
  Curriculum Development and Evaluation III-9
  Teaching Materials and Techniques .III-10

IV – PRE- AND POSTRELEASE .IV- 1

V – MANAGEMENT V- 1
  Standard Operating Procedures V- 1
  School Operations V- 2
  Discretionary Funds V- 3
  Warehousing and Inventory V- 3
  Distribution of Staff Payroll V- 4
  Staffing V- 4

VI – RECRUITMENT AND TRAINING .VI- 1
  Recruitment .VI- 1
  Training .VI- 4

VII – COMMUNICATIONS AND COORDINATION VII- 1
  Communication Categories VII- 1
  Horizontal Communications VII- 3
  Vertical Communications VII- 4

  Exhibit VII-1 – Basic Horizontal and Vertical Communications Pattern VII- 2

PART D. IMPLEMENTATION

I – GENERAL DISCUSSION I- 1

II – ORGANIZATION OF THE IMPLEMENTATION EFFORT II- 1

Exhibit II-1 – Summary of Recommendations II- 4

APPENDIX CONTENTS

(Separate Volume)

A Glossary of Terms

B File Review Instrument – Camps

C File Review Instrument – Public School

D Guidelines for File Reviewers

E Special Schools Staff Interview Document (Phase I)

F Special Schools Staff Interview Document (Phase II)

G Probation Staff Interview Document (Phase I)

H Probation Staff Interview Document (Phase II)

I Project Summary for Staff Interviewers

J Student Interview Document

K Project Summary for Student Interviewers

L Management Summary Sheet

M Goal Statements Documents (Special Schools and Probation Staff)

N Goal Statements Document (Juvenile Court Judges and Commissioners)

O Goal Statements Document (Public School Personnel)

P Summary of Findings – File Review
  Section 1 Male Recidivists – Camp Files
  Section 2 Male Nonrecidivists – Camp Files
  Section 3 Females – Camp Files
  Section 4 Males – Public School Files
  Section 5 Females – Public School Files

Q Summary of Findings – Student Interviews
  Section 1 Students in Camp
  Section 2 Released Students: Male Recidivists in Public School
  Section 3 Released Students: Male Nonrecidivists in Public School
  Section 4 Released Students: Public School Male Dropouts
  Section 5 Released Students: Males Who Never Returned to Public School
  Section 6 Released Students: All Females

R Summary of Findings – Special Schools Staff Interviews

S Summary of Findings – Probation Staff Interviews

T Summary of Findings – Supplementary Points of View Analysis

FOREWORD

Over the past several decades, the crime rate in the United States, particularly among young people, has reached alarming proportions. The President's Commission* reports that one boy in six is referred to juvenile court and that the 15 to 17 age group has the highest arrest rate of any segment of the nation's population.

There can be no argument that *preventing* and *controlling* antisocial, criminal, or delinquent behavior in juveniles would substantially change the total crime figures in the nation. The great body of research focused on this problem emphatically agrees that the single solution to *preventing* juvenile delinquency lies in improving the conditions of life that undermine the laws of society and lead young people to criminal activities or antisocial behavior. Ameliorating the root causes of deviant behavior raises issues of utmost complexity as it is not a simple phenomenon identified with any one specific environment or ethnic group. It occurs in every stratum of the community. It is recognized that local juvenile justice agencies alone cannot bring about the substantive changes in the environment -- physical, social and economic - necessary to reverse the growing incidence of juvenile delinquency.

Clearly, the rehabilitation of those juveniles who have come to the attention of the courts holds the greatest promise in *controlling* delinquency and, ultimately, crime in general. It is critical that these youngsters be kept from further criminal actions, for their future conduct will affect society for a long time to come. It is a false economy for the community to ignore the urgency of this problem while allocating unlimited resources for enlarging police forces, building jails, and increasing the size and number of court facilities to deal with adult offenders. In addition, losses to the public attributable to crime have been estimated in hundreds of millions of dollars annually.

It is difficult, if not impossible, to isolate the role played by schools from the innumerable other factors that contribute to the development of delinquent behavior. There is undeniable evidence, however, that delinquency and failure in school correlate. It has been shown that children who fail in school are found to be delinquent seven times more often than those who are successful in their school experience. It follows that if lack of success in the community school so often leads to delinquent behavior, then rehabilitative treatment must include a strong educational component.

---

* *The Challenge of Crime in a Free Society*, Report of the President's Commission on Law Enforcement and Administration of Justice, February 1967.

The Los Angeles County Juvenile Camp System, the largest of its kind in the United States, is operated by the County Probation Department in coordination with the Office of the County Superintendent of Schools. Like other juvenile justice systems, its role is becoming increasingly complex: larger in terms of activities and volume of work; broader in the nature of responsibilities; and confronted with increasing internal and external pressures.

The need to remain relevant, to adapt to the changing conditions in an extraordinarily complex environment represents a vital challenge. It is a challenge that has been accepted by the County Probation Department and the Division of Special Schools in a number of ways. In addition to a broad variety of creative new programs, designed in response to specific areas of need, the Division of Special Schools initiated a comprehensive evaluation of the educational component of the camp system and engaged Peat, Marwick, Mitchell & Co. as outside consultants to assist them in this effort.

The following report documents the results of the study project undertaken by Peat, Marwick, Mitchell & Co. in association with Educational Evaluation Associates. An in-depth survey and extensive compilation of opinion throughout the system was conducted. Conclusions based on an analysis of findings provided the framework for the recommendations presented.

PMM&Co. gratefully acknowledges its appreciation for the assistance and contributions of the several hundred professionals on the Special Schools Division and Probation Department staffs, and particularly to the Camp Directors and school principals at the facilities where time-consuming interviews were conducted.

PMM&Co. is especially grateful to Dr. Tom Ross and Mr. Jerry Sloan of the Special Schools Division and to Mr. Sam Ostroff of the Probation Department and his staff who supplied time, information and assistance throughout the study. Knowing that a study of this type would invite criticism, they nonetheless worked with the consulting team constructively and objectively to improve the system.

The Project Review Panel, comprised of concerned individuals in the field, provided the guidance and leadership necessary to the study. The Panel members gave freely of their time and energies and clearly contributed to the results of the study.

LOS ANGELES COUNTY

Board of Supervisors

Mr. Ernest E. Debs
Mr. Kenneth Hahn
Mr. James Hayes
Mr. Peter F. Schabarum
Mr. Baxter Ward

Board of Education

Mr. Robert M. Bock (President)
Mrs. Lucille M. Fields (Vice President)
Mrs. Pauline Chace
Dr. Earl V. Pullias
Mr. Vincent H. Simpson
Mr. Daniel L. Towler
Mrs. Katheryn Vanderhook
Dr. Richard M. Clowes (Ex Officio Secretary and Executive Officer of the Board)

Office of the Los Angeles County Superintendent of Schools

Dr. Richard M. Clowes, Superintendent
Dr. Thomas C. Ross, Assistant Superintendent – Administration of School Operations
Mr. L. G. Sloan, Director – Division of Special Schools

Los Angeles County Probation Department

Mr. Kenneth E. Kirkpatrick, Chief Probation Officer
Mr. Sam Ostroff, Chief – Camps and Schools Division

Project Review Panel

Mr. Aldo Accornero, Supervisor
Juvenile Court Relations
Los Angeles Unified School District

Mrs. Lucille Fields, Vice President
Los Angeles County Board of Education

Dr. Kim Nelson, Dean
School of Public Administration
University of Southern California

Mr. Sam Ostroff, Chief
Camps and Schools Division
County Probation Department

Dr. Thomas Ross
Assistant Superintendent – School Operations
Los Angeles County Schools

Mr. William Scully, Regional Supervisor
Division of Community Services
California Youth Authority

Mrs. Marie Shibuya, Chairman
Educational Committee
County Grand Jury

Mr. L. G. Sloan
Director of Special Schools
Los Angeles County Schools

Mr. Walt Spiva, Principal
Kenyon Scudder School

Project Coordinator

Mr. Bert A. Elliott, Coordinator Special Programs and Projects
Special Schools Division

Contractor Project Team

Mr. R. D. Berg, Principal, PMM&Co.
Mr. R. E. Buce, Consultant, PMM&Co.
Ms. I. J. Fullerton, Senior Consultant, JHK&A

Dr. M. C. Alkin, Director, EEA
Dr. G. Sorenson, EEA
Mr. J. Wingard, EEA

PART A. PROJECT DESIGN

I – INTRODUCTION

The following report presents the findings and recommendations resulting from a study project initiated in August 1972 to review and evaluate the educational component of the youth detention facilities operated by Los Angeles County. Peat, Marwick, Mitchell & Co. (PMM&Co.) was retained to conduct this study in cooperation with the Los Angeles County Division of Special Schools and the County Probation Department. The findings and recommendations set forth in this report reflect the impartial, objective judgment of PMM&Co. and its associate in this effort, Educational Evaluation Associates (EEA).

BACKGROUND

The laws of the State of California decree that the County provide eduational opportunities to youths retained in detention camps as wards of the County Juvenile Court. The responsibility for administering the educational programs conducted at the detention facilities operated by the Probation Department is vested in the Office of the Superintendent of Schools, County of Los Angeles, Special Schools Division.

Many of the problems facing the Special Schools Division in providing relevant education to youth in detention facilities are similar to problems facing schools throughout the nation. To keep pace with changing needs and requirements, the educational community must increase its effectiveness not only in the content of the instructional programs, but in its ability to cope with cultural, racial, economic, mental, and emotional variances within the school population.

The complexity of these problems is considerably intensified in a detention environment. Almost invariably, a youth confined in a detention camp has demonstrated his inability to cope with his environment. The background, circumstances, or life experiences that have led him through the juvenile courts to confinement indicate a deep-seated need that must be dealt with if he is to become a functioning, contributing member of society. Accordingly, the educational process becomes further complicated by the need to support this rehabilitation function and to respond to atypical behavioral patterns.

Although everyone is in favor of "better education," there is a considerable difference of opinion regarding what constitutes better education. Different points of view are often reflected in the policies and goals of the agencies comprising the juvenile justice system. Often these goals represent an appealing description of what each agency wishes to accomplish; however, such factors as improvements in the rehabilitation of troubled youth and in the quality and relevance of educational programs responsive to critical student needs must be judged qualitatively.

Recognizing these problems, the Special Schools Division requested, and was granted, assistance from the California Council of Criminal Justice (CCCJ) to fund an objective study of the existing educational system in detention camps which would recommend a practical course of action for improvement.

History of Special Schools Division

The County of Los Angeles opened its first camp for delinquent youth in 1943. By 1946, three senior camps and two junior camps with a total bed capacity of 360 were in operation. At the present time, the County Probation Department operates ten camps with an approximate bed capacity of 950. (This does not include the juvenile hall facilities operated by the Probation Department. The juvenile halls, community day centers, etc. are not included within the scope of this project.)

Each of these camps has an educational program operated by the Special Schools Division in the Office of the County Superintendent of Schools. Camps may be differentiated, however, by sex of the wards, age of the wards (juniors are ages 13-15 and seniors are ages 16-18), and the type of school/work program. The following chart summarizes the programs in the current camp system:

Number of camps	Age group and sex	School program
3	Junior boys	Full-time school
2	Senior boys	Full-time school
2	Senior boys	Full-time work program and evening school*
1	Junior and senior boys	Full-time school
1	Junior and senior boys	Full-time school, intensive treatment of camp runaways
1	Junior and senior girls	Full-time school

---

* One of these schools recently started a limited day school program.

The Welfare and Institutions Code, Sections 857 and 858, provides for the operation of schools at the juvenile probation facilities. Section 857 assigns to the County Board of Education the powers and duties, with respect to these schools, that a governing board of a school district exercises. Section 858 requires the operation of the schools to be, as nearly as possible, the same as that of a regular school district. Working in mutual cooperation with the probation director of the camp facility, the school principal administers the educational program under policies adopted by the Board of Education and applicable sections of the Education Code for the State of California. The California Education Code enunciates a body of law specific to the course of study requirements incumbent upon the schools of the state. The Los Angeles County Board of Education, therefore, prescribes the development of a course of study for the Division of Special Schools in accordance with Division 7, Chapter 2, Articles 1 and 2 and Chapter 3, Article 3 of the State Education Code.

Organizational Relationships

The detention facilities are administered and operated by the Office of the Assistant Chief Probation Officer, Juvenile Facilities Program. The schools within the camps, however, are administered by a school principal responsible organizationally to the Division of Special Schools but "in mutual cooperation" with the Probation Department's camp director.

The juveniles in residence are wards of the juvenile court. In assigning the juveniles to the Probation Department's detention facilities, the court charges the Probation Department with the care, welfare and rehabilitation of these wards. Traditionally, therefore, the policies and procedures of the Probation Department take precedence except in the area of educational disciplines mandated by the State Educational Code. This results in a dual management mode with all its inherent problems.

PROJECT OBJECTIVES

The objectives of the project, as stated in the *Prospectus for Master Planning for Special Schools*, are stated below:

- To identify the educational needs of the current and projected population of children and youth in Los Angeles County *detention* facilities.

- To restate the educational objectives of the Los Angeles County Probation Camp Schools in terms of the needs assessment and to rank those objectives in priority order based on the urgency, intensity, and commonality of needs.
- To assess the extent to which the educational programs currently offered in Los Angeles County detention facilities are addressed to the needs of the population and the extent to which they achieve the priority objectives.
- To recommend new educational programs and changes in existing educational programs which hold promise for meeting the educational needs of the present and projected population of the Los Angeles County detention facilities.
- To recommend staffing patterns and management procedures to facilitate an improved instructional program.
- To recommend procedures for improving communication and coordination between the Special Schools, the Probation Department, and other agencies.

SCOPE OF THE PROJECT

The comprehensive nature of the study project as described in *Prospectus for Master Planning for Special Schools* involved a broad and general review of programs, practices, and procedures employed by organizational elements and activities within the detention camp system. Within these elements and activities, the evaluation was focused upon the following specific factors.

- Effectiveness of the educational component
- Communication and relationships throughout the organizational hierarchy
- Coordination of functions, programs, and activities designed to positively alter the behavior of and contribute to the successful reintegration of the ward into the community
- Management and administrative policies and procedures.

Within this framework, essentially all segments of the camp system were covered. As a practical matter, it was neither desirable nor possible to examine in detail areas identified to be of secondary importance or which appeared to have little or no impact on the effectiveness of the camp system. In addition, the evaluation of individual members of either the Special

Schools or Probation Department staffs was not included as part of this study. Those areas considered secondary and the capabilities of individuals were considered only in the context of their impact on major areas of concern and on the total system.

The educational programs and management procedures evaluated during this project were limited to those involved in the schools at the following detention camps:

- Afflerbaugh-Paige*
  6621 North Stephens Ranch Road
  La Verne, California

- David Gonzales School
  1301 North Las Virgenes Road
  Calabasas, California

- Vernon Kilpatrick School
  427 South Encinal Canyon Road
  Malibu, California

- Las Palmas School for Girls
  1500 South McDonnell Street
  Los Angeles, California

- Joseph Scott
  28700 North Bouquet Canyon Road
  Saugus, California

- Kenyon J. Scudder
  28750 North Bouquet Canyon Road
  Saugus, California

- Fred C. Miller
  433 South Encinal Canyon Road
  Malibu, California

- Glenn Rockey
  1900 North Sycamore Road
  San Dimas, California

---

* Two separate schools, one junior and one senior, sharing a single facility.

The tenth facility, Camp Fenner Canyon, is currently an experimental probation camp whose educational program is currently being administered through contractual agreement with Teledyne Packard Bell. This program has been funded for the past two years by the Law Enforcement Assistance Agency (LEAA) of the Department of Justice.

CAMP CHARACTERISTICS

In general, the detention facilities serve a student ward population of "senior" boys or girls ranging in age from 16 through 18 years and "junior" boys or girls ranging in age from 13 to 15 years. Most of the camp population is composed of youthful offenders who are processed through the juvenile halls. The juvenile halls are short-term detention units where youngsters are detained pending adjudication and placement for charges ranging from misdemeanor to felony. After a short stay in the juvenile hall, usually four to five weeks, a juvenile ward of the court may be assigned to a detention camp for a period of approximately 20 weeks or more.

The reaction of the juvenile to protracted detention generates its own unique behavior expression. These behavior patterns may range from mildly antisocial through blatant and recurrent hostility to extremes of assaultive and self-destructive compulsion. The majority of these young people are educationally deficient and suffer the sensitivity often associated with that fact.

The facilities comprising the Probation Department detention camp system, while generally similar, may differ in their basic objectives, policies, and programs. Each camp has an approximate 94-bed capacity with the exception of Las Palmas which has a capacity of 100 female wards. These camps, as described by the Probation Department, are characterized as follows.

Camp Afflerbaugh

A senior boys' camp, Camp Afflerbaugh focuses its 24-week treatment program on preparing the ward to return to his family, and on vocational training. The camp offers vocational training programs in auto mechanics, landscaping and nursery work, welding, and culinary occupations. As part of its community involvement program, Camp Afflerbaugh has several community-minded organizations that work with the camp in support of these vocational programs. Notable among these is a group of men involved in the welding industry who have provided technical instructions as well as resources for locating work in the welding industry for boys completing the program.

Camp Paige

This junior camp offers a full-time school program for boys ranging in age from 13 to 15 years, over approximately 22 weeks of detention. This camp is unique in that it shares school facilities with the vocationally-oriented senior Camp Afflerbaugh, which is its geographic neighbor. This allows Camp Paige to provide programs not usually available in junior camps. Such offerings as ceramics, metal work activities, wood shop, and special reading classes supplement the regular academic school program. The first junior camp to develop intensive family counseling, the Camp places great stress on this phase of its treatment program.

Camp Gonzales

This junior boys' camp concentrates on providing treatment programs designed to prepare the wards for return to their community schools with the ability to maintain a peer group status. Many of the boys arrive at camp educationally and emotionally handicapped because of a lack of communication skills. Remedial techniques are used extensively to overcome these handicaps. Inasmuch as the lack of communication skills extends to the wards' family situation, emphasis is placed on family treatment programs. Techniques used to involve the families in supporting the boys' stay in camp include group sessions for multiple families, and individual families and their youngster in planning and handling weekend furloughs to help adjust to the eventual release back to the community. Camp Gonzales will be secured during the fiscal year 1973-74; that is, it will be a "closed" camp with more stringent security.

Camp Kilpatrick

This camp admits both junior and senior boys and provides intensive treatment for chronic runaways from other camps or boys who have difficulties adjusting to a regular camp program. A ward who "runs" from camp is transferred into the Camp Kilpatrick program. After intensive counseling, the ward may be returned to his original camp or he may complete his period of incarceration at Kilpatrick. The camp school operates full time. The staff at Kilpatrick are knowledgeable concerning the type of help minors need to enhance the probability of success upon their release.

Las Palmas School for Girls

Las Palmas functions as a residential treatment center for 100 adolescent, delinquent girls. While these girls come to the attention of the court because of delinquent behavior, they are youngsters with unstable personalities characterized by hostile, aggressive, impulsive acting-out behavior. Girls accepted for care must be between the ages of 13 and 17½ years at the point of intake. Girls with serious physical handicaps or who are diagnosed as psychotic or sociopathic are not accepted. Most girls in placement have been involved in any one or a number of the following types of behavior: drug abuse, runaway, sex delinquency, truancy, incorrigibility, shoplifting, car theft, etc.

The school program has a wide range of course offerings. It has an academic orientation, because most pupils plan to complete high school either at Las Palmas or in community schools. The second-semester juniors who enter Las Palmas may be considered as candidates for graduation from the institution; students entering below the eleventh grade will, in all likelihood, terminate their schooling elsewhere. Once a girl has undergone the treatment program at Las Palmas and has been released into the community, she may later return to the institution as a resident in order to receive additional assistance. There are also nonresident pupils at Las Palmas. Because these girls have had difficulty adjusting to the community schools, a small number are permitted to attend school at Las Palmas but reside off-campus.

Camp Scott

A junior boys' camp, Camp Scott offers a full-time school program for all boys over an average 22-week detention period. The emphasis of the program is on the return of the ward to his family in almost all cases and to his community school with an opportunity to compete with others his own age on a competitive basis. The school program offers courses applicable to junior high or high school graduation and has several prevocational offerings. Where possible, students are grouped in classes according to reading level. Intensive use of group counseling is used with marked success in this program. In addition, the camp has successfully utilized community volunteers as tutors and recreational aides.

Camp Scudder

This camp was an annex to the juvenile halls prior to July 10, 1972. The camp received both junior and senior boys who were awaiting suitable placement. (A boy who is considered for suitable placement is one who generally has difficulty getting along with peers as well as adults.) Since July 1972, the camp has operated a full-time school program for both junior and senior boys. The program encompasses a wide range of academic subjects generally acceptable for credit toward graduation.

Camp Miller

Camp Miller has been a senior camp with a focus on full-time fire suppression activities (in conjunction with the Forestry Department) and a two-hour evening school program. Recently, however, a limited day school program has commenced. A significant emphasis on fire suppression activities remains, however. Learning to work full-time on a regular basis as well as learning basic safety techniques appropriate in work situations are taught as a part of fire suppression training. Group, individual and family counseling play an important part in the treatment program during the average period of detention of 22 weeks.

Camp Rockey

This senior camp offers a full-time fire suppression work program in conjunction with the Forestry Department and a two-hour evening school program five days a week. The average detention period is 24 weeks. The program is focused on helping minors develop attitudinal changes which will enable them to return to the community and be reasonably self-sufficient. The development of positive attitudes toward work is the major goal of the program. The school program is geared toward work-life success and is complemented by intensive training and counseling.

II – STUDY METHODOLOGY

The data collection and analysis phases were critical to all elements of the management study. The data collected provide the foundation for

- identifying the educational needs of the current and projected population,
- restating and assigning priorities to the educational objectives of the camp schools,
- assessing the extent to which the current educational programs offered at the camp schools are addressed to the needs of the population, and
- assessing the extent to which the schools achieve priority objectives.

Consequently, the approach and methodology developed for the study incorporated techniques and processes that generated the appropriate decision-making information.

Evaluation instruments were designed to collect a wide range of variables from the sources specified in the *Prospectus for Master Planning*. The sources include Special Schools and Probation staff as well as students. In the case of student information, sample data was collected (randomly) for specific subpopulations of students (e.g., male recidivists currently in school) according to the *Prospectus*. Thus, the study design allowed for the projection of subpopulation characteristics based on the sample data.

The study was designed to collect three basic types of data:

- (Objective) factual data
- Subjective opinions
- Creative solutions to recognized problem areas.

The purpose of collecting factual data was to document what currently exists regarding student population characteristics, educational program offerings, management procedures and the elements of coordination and communication between all agencies that have an interface with the camp schools. Subjective opinions were solicited, where appropriate, to highlight the perceived strengths and weaknesses of the camp schools educational programs. Subjective opinions were also addressed to the effectiveness of the communication and coordination between related agencies. Creative solutions to problem areas were also solicited from a cross-section of Probation Department and Special Schools Division personnel to insure that all major alternative solutions were considered.

DESIGN OF EVALUATION INSTRUMENTS

The complexity and interdependence of the various work tasks required the collection of a number of different types of information from a number of different sources. As a result, the evaluation instruments were made sufficiently comprehensive to permit the simultaneous collection of required data for several elements of the study.

Several forms of evaluation instruments were utilized during the study:

- File review instruments
- Interview instruments
- Goal statement instruments.

File review instruments were designed and used to extract appropriate factual data from student files. The interview instruments were designed to collect and organize data in a semistructured interview environment, and the goal statement instruments assisted in the determination of goals objectives and priorities by providing a structured format for response.

The evaluation instruments were designed to collect data necessary to measure the extent to which a certain input or output variable (e.g., age, race, employment status) is present. The variables selected for inclusion in the evaluation process were the result of two major influences. First, variables were chosen which have historically had a significant relationship with educational goals or a causative effect on student achievement. Second, variables were chosen that were addressed to the atypical nature of the institutionalized camp schools student. Accordingly, the evaluation instruments were designed to gather a wide range of data and included variables that would not necessarily be useful outside the Special Schools environment.

The variables chosen for measurement were also influenced by the organization of the camp program and the interrelationship of the Special Schools and Probation Department.

Because of the dual responsibility of student treatment, the goals and objectives of the Special Schools must be congruent and consistent with those of the Probation function. Consequently, the interview instruments were addressed to the measurement of variables that relate to the goals and objectives of the Special Schools *and* are within the framework of the Probation function.

Provisions were made to allow for the revision of the instruments once data collection began. After a portion of the data was collected, an initial analysis of the data was conducted, and meetings were held with the interviewers and file reviewers to provide the basis for revision of the instruments.

As a result of the initial analysis and meetings, the staff interviews were significantly revised. The revisions were effected to collect additional data, where needed, and to clarify areas of ambiguity. The original staff interviewing documents are called Phase I documents, and the revised documents are referred to as Phase II documents.

File Review Instruments

The file review documents were designed to measure characteristics of the Special Schools population in the areas of demography, academic ability and achievement, and adjustment before, during, and after camp school attendance. They were developed for the following subpopulations (as specified in the *Prospectus for Master Planning for Special Schools*):

. Students in camp schools

. Students returned to public school.

The purpose of the file reviews of students in the camp schools was to provide a comprehensive profile of the current camp population regarding variables related to the period prior to camp assignment. Files of both recidivist* males and females and nonrecidivist* males and females were reviewed. The required data necessitated a review of files maintained by the schools and files maintained by the Probation Department. Accordingly, the file review instrument for students currently in camp utilized a wide range of measurement variables. The variables included the following:

---

* The term "recidivist" has been defined to encompass all wards who have had a multiple exposure to the camp schools programs. Multiple exposure can occur when a youth is placed in a camp on two or more separate occasions (different charges and adjudication proceedings) or when a youth is classified AWOL (absent without leave) and is subsequently apprehended and returned to a camp school program. Youths who are not classified as recidivists are nonrecidivists. (A glossary of terms can be found in Appendix A.)

- Age
- Race
- Geographic location prior to Special Schools assignment
- Referral agency
- Reasons for most recent referral
- Number of contacts with authorities prior to camp school assignment
- Nature of previous contacts
- Employment status prior to assignment
- Physical status of youth
- Intelligence data
- Reading/verbal achievement data
- Arithmetic achievement
- School attendance prior to placement
- Nature of educational program prior to placement
- Nature of camp schools program.

A copy of the file review instrument for students in the camp schools can be found in Appendix B.

The review of public school files of released students utilized a wider range of measurement variables. Public school files for released students generally provided data prior to camp school assignment, during the camp school placement, and subsequent to the student's release from camp school. Consequently, the instrument was designed to extract appropriate data from each of these three phases of student development. The following categories of variables were measured:

- Sex
- Age
- Race
- Intelligence data
- Reading/verbal achievement data upon release, prior to and subsequent to camp placement
- Arithmetic achievement data, upon release, prior to and subsequent to camp placement
- School attendance prior to and subsequent to camp placement
- Nature of educational program prior to, during and subsequent to camp placement
- Academic status subsequent to time of file review.

The file review instrument for the review of public school files is shown in Appendix C and a set of guidelines for file reviewers is shown in Appendix D.

Staff Interview Instruments

Staff interview instruments were designed to gather data from Special Schools and Probation personnel relating to the assessment of existing programs and creative solutions to recognized problems. Separate instruments were designed for Special Schools staff and Probation staff. To the extent possible, however, identical questions were presented in each instrument for comparability between the two groups. The staff instruments were semistructured, incorporating open-ended questions but containing structured questions, where appropriate, to permit aggregation and comparability.

Interview questions were segregated into six major categories:

- Staff data
- Roles, responsibilities, motivation

- Program effectiveness
- Student needs
- Staff needs/training
- Coordination and communication.

The staff data category was addressed to demographic data, experience in dealing with juvenile delinquents, special training and educational background. Questions concerning job responsibilities, work objectives, promotion and transfer opportunities and satisfying aspects of work with juvenile delinquents were covered under roles, responsibilities, and motivation.

The program effectiveness category required two different approaches: one for Probation staff and one for the school staff. The instrum[illegible] designed for the Special Schools staff included questions concerning the effect of the following variables on program effectiveness:

- Teacher-pupil ratio
- Classroom time
- Class assignment of students
- Personnel qualifications
- Facilities
- Course content
- Curriculum development
- Methods
- Materials
- Supervision/administration
- School policies and procedures.

The remaining areas of interest in this section were covered in both Probation and Special Schools staff interview documents. These areas included student receptiveness to the educational programs, the adequacy of effectiveness measurement and the barriers to developing effective programs.

The student needs section addressed questions concerning the current process of individual needs identification, adequacy of diagnostic information, degree of interagency communication regarding individual student needs, progress measurement, significant educational needs and significant psychological or social needs. Staff needs/training questions were designed to obtain data on the adequacy of current training methods for Special Schools teachers, the availability and need for support personnel and the most important professional and personal attributes for camp school personnel. The coordination and communication section was addressed to the communication patterns among the respondent and Probation Department personnel, Special Schools and other educational personnel, representatives from other agencies (e.g., Department of Public Social Services, Vocational Training and Inspection Commission, etc.), individual students and parents. Additional questions were addressed to the desirability of increased communications, barriers to communication and suggestions for improved understanding, coordination and communication among the various components which comprise the juvenile camp system.

Field testing was conducted to resolve any potential problems concerning respondent comprehension of the questions, applicability of the questions to all respondents, etc. The resulting Phase I Special Schools and Probation staff interview instruments are shown in Appendices E and G, respectively. (Appendices F and H, respectively, show the revised Phase II Schools and Probation interview instruments which will be discussed in a later section.) Appendix I shows a project summary for staff interviewers.

Student Interview Instrument

The student interview instrument was designed to gather data appropriate for student assessment of the existing educational programs in the camp schools. The instrument was designed to be as open-ended as possible so as not to prejudice the data and insure comprehensive coverage, but sufficiently structured to permit aggregation and comparability.

The measurement variables in the student interview document are contained in four major information categories:

- Student profile
- Program effectiveness
- Self-appraisal
- Activities after release.

The student profile section of the instrument obtained demographically oriented data and data related to camp schools exposure, public school attendance, and employment status. The questions in the program effectiveness section were addressed to student activities during camp placement, the students' perceived value of the educational programs, teacher effectiveness, and inadequacies of the educational programs. Self-appraisal questions were designed to obtain data relating to career plans, educational strengths and weaknesses and degree of social acceptance. Questions dealing with the students' return to public school, plans to return to school, and employment goals were covered in the activities after release section.

Considerable care was exercised in the design of the instrument format and the nature of the variables. The emphasis of several questions was to put the respondent at ease and not to garher relevant data. These questions were designed to lessen the inhibitions of respondents in an interview environment with the expectation that more sensitive questions would be answered forthrightly. A degree of subtle repetition was purposely designed into the instrument to provide a basis to judge the consistency of responses.

Thorough field testing of the instrument was conducted on students enrolled in the camps. The instrument was revised appropriately as a result of the field testing and is shown in Appendix J. Subsequent data analysis and meetings with the student interviewers after a portion of the interviews was complete did not indicate a need for the revision of the instrument. Consequently, the instrument shown in Appendix J was used for all student interviews. A project summary for student interviewers is shown in Appendix K.

Management Summary Sheet

The Management Summary Sheet, as shown in Appendix L, was designed to provide summary data on a camp-by-camp basis for comparison purposes. The summary sheet considered the nature of the current camp school programs and other student-related data. The variables included the following:

- Average camp population
- Enrollment rate
- Academic diplomas awarded
- Course offerings

- Vocational certificates awarded
- Job placement data
- Supportive services and extracurricular activities available
- Pre- and post-test average scores
- Disposition after release.

Goal and Objective Statements

Goal and objective statements were designed to assist in the development of goals, objectives and priorities. The initial step in the design of this instrument was the preparation of an initial set of educational and rehabilitational objectives. The initial set was compiled from information obtained in early meetings with staff personnel, and from a review of existing Special Schools objectives and Probation Department "developmental tasks." This set was edited to eliminate duplication and was field tested to insure its clarity to potential raters. This process resulted in a list of 45 treatment objectives that were reviewed in meetings with selected Special Schools personnel to insure that the integrity of the original reference material had been preserved.

The instrument was designed so that the objectives could be measured on three scales:

- Importance
- Achievement
- Emphasis.

The first scale asked the respondent to indicate the relative *importance* of the objective for juvenile youth in Special Schools. The second scale required the respondent to make a judgment about the degree of student *achievement* of the objective, while the final scale asked how much the respondent *emphasized* it in his work.

Depending on the frequency and nature of the respondent's contact with juvenile youth, not all respondents were asked to rate the objectives on all three scales. For example, public school personnel were asked to rate each objective in terms of importance and achievement; juvenile court personnel were asked to rate the objectives in terms of importance.

Appendices M, N and O contain the various instruments (Appendix M, for Special Schools and Probation staff; Appendix N, for Juvenile Court personnel; Appendix O for public school personnel).

DATA COLLECTION TECHNIQUES

The collection of data involved two major techniques: review of files and personal interviews. In addition, the staffs were asked to rate goal and objective statements and camp principals were requested to complete a Management Summary Sheet. To conserve staff and contractor time and resources, files were reviewed and interviews conducted for multiple purposes. That is, the design of the evaluation instruments permitted the collection of appropriate data for several purposes simultaneously.

File Review

The file reviewing task involved two major phases. First, a review of randomly selected files of students currently enrolled in the camp school program at the time of review and, second, a review of randomly selected public school files of students released from camp schools during the last twenty-four months were conducted.

Upon completion of the design of the file review, an initial review effort was undertaken to validate the instrument and to detect any areas of ambiguity. This field testing was conducted at two of the camp schools. After the instrument was appropriately revised, file reviewers were given on-site training to insure consistent interpretation of file material and to become familiar with the organization of files. In addition, written guidelines (see Appendix D) were prepared to assist the reviewers in making appropriate judgments.

Table II-1 shows the subpopulations and the corresponding number of file reviews as specified by the *Master Plan Prospectus* (References 1.1 and 3.3). Also indicated is the number of file reviews completed.

Table II-1

Subpopulation	Specified number of file reviews	Number of file reviews completed
Camp school file reviews:		
. Boys in camp schools - recidivists	100	100
. Boys in camp schools - nonrecidivists	100	103
. Girls in school for girls - recidivists	100	7
. Girls in school for girls - nonrecidivists	100	53
Public school file reviews		
. Youths who were released from Probation camps during the past 24 months	100	104

Considerable care was exercised in the selection of files of students currently in camp. The recidivist/nonrecidivist ratio was estimated for each camp to determine how each of these subpopulations was distributed throughout the camp system. (See definition of recidivist and nonrecidivist in Appendix A.) Based on this information, the number of files to be reviewed at each camp was determined. For example, if one camp constituted 15% of the total male recidivist population, then 15% of the required number of male recidivist files were selected at that camp. All files were selected randomly by the file reviewers.

As required by the *Prospectus*, 100 files were to be reviewed for each subpopulation. The files of 100 male recidivists' and 103 male nonrecidivists' files were reviewed. These file reviews represent a sample size of approximately 40% of the male recidivist population and 35% of the male nonrecidivist population at the time of review.

At the time of file review, the files of 94 females who were currently enrolled in the system (at Las Palmas) were available for review. Of these, only ten were classified as recidivist. Because of these circumstances, the prospectus requirement of 100 reviews for each female subpopulation could not be met. As a result, 53 nonrecidivist females' files were reviewed and 7 recidivist females' files were reviewed. These reviews represent a sample size of approximately 63% of the female nonrecidivist population and 70% of the female recidivist population. All files were selected by the file reviewers on a random basis.

The review of public school files utilized the services of both the Division of Special Schools personnel and the Los Angeles Unified School District Pupil Services and Attendance branch. The first step in the this file reviewing task was to obtain a list of camp graduates (selected on a random basis) from each camp school. This list included students who had been released over six months but less than two years from the time of request. The list was then forwarded to the Pupil Services and Attendance branch, who confirmed the location of each student's file.,

Early in the public school file reviewing effort, it was determined that the project team was not legally authorized to review public school files unless parental permission was first obtained. As a result, the County retained file reviewers who were authorized to review selected files. The file reviewers recruited were among those people who had previously done file reviewing at the camps. These reviewers were trained again in the procedures and techniques applicable to the review of files in a public school environment. Assistance and approval was obtained from the Los Angeles Unified School District's Research and Evaluation branch and from the appropriate individuals in other school districts. In addition, the reviewers carried approval letters and letters of identification from the Office of the Los Angeles County Superintendent of Schools.

Over one hundred (110) public school files of released students were reviewed. Approximately 80% of these files were from the Los Angeles City Unified School District, while the remaining 20% were from other Los Angeles County school districts. Approximately 15% of those files reviewed were of female students.

Staff Interviews

Staff interviewing involved interviews with both the Special Schools staff and the Probation Department staff. Nearly 100% of the Schools staff was interviewed, while roughly 55% of the Probation Department's camp staff was interviewed.

The collection of data included the following as identified by purpose and reference to the Master Plan Prospectus:

- Interviews

  (Reference 3.2 Assessment by Probation and Special Schools Staff)

  - 100 Probation staff
  - 100 Special Schools staff.

1. *Probation Staff Interviewing*

The interviewing of Probation Department staff members associated with detention camps was accomplished in two phases. Phase I involved a total of 45 interviews using the initial Probation Staff interview document. At the completion of this phase, the interviews were compiled and a summary analysis was performed to determine the validity of the instrument structure and the utility and relevance of the information gathered.

The interviewers and the project team convened at the conclusion of Phase I interviewing to exchange experiences, problems encountered and suggestions for upgrading the interview document. The Phase I document is shown in Appendix G; a revised interview instrument with changes noted is shown in Appendix H.

The second phase of interviewing using the modified document was initiated January 22, 1973 and completed February 9, 1973. During this phase, 61 interviews were conducted. In addition to the camp deputy probation officers and the camp director, a small sample of support personnel (e.g., camp services manager, head cook, etc.) was interviewed. The administrative staff of the Probation staff and personnel from the intensive aftercare areas were also interviewed. Of the total 106 interviews accomplished, the interviewers' current positions or titles may be summarized as follows:

Central administration	4%
Director I and II	12%
Supervising DPO	19%
DPO III	23%
DPO II	19%
DPO I	9%
Group supervisor	4%
Community service worker	2%
Camp services manager	1%
Head cook	1%
Senior maintenance men	2%
Other	4%

From the above tabulation, 5% of the total sample is composed of Probation aftercare personnel.

2. *Special Schools Staff Interviewing*

The comprehensive interviewing of Special Schools staff members associated with detention camps was also accomplished in two phases. Phase I involved 45 interviews (approximately 45% of the staff at the time of interviewing). Upon completion of the first phase, the information from the interview documents was compiled and a broad analysis conducted to determine the necessary revisions of the interview instrument.

In addition, the interviewers and the project team met for a half-day workshop to exchange experiences, problems encountered, and suggestions for upgrading the interview document. The Phase I document is shown in Apendix E; the revised instrument with the changes indicated is shown in Appendix F.

The second phase of interviewing using the modified document was initiated January 22, 1973 and was completed February 9, 1973. During this phase (and the follow-up for interviewees who were sick or otherwise unable to be interviewed), 56 interviews were conducted. In addition to teachers, principals, and school secretaries, the administrative staff of Special Schools were also interviewed. Of the total 101 interviews, the interviewees' positions or titles may be summarized as follows:

Central administration	5%
Principals	9%
Teachers/vice principals	75%
Clerks (at camps)	7%
Other	4%

Scheduling of the staff interviews required extensive cooperation of the camps' staffs. The camp principal, in the case of Schools interviews, and the camp director, in the case of the Probation staff interviews, provided the necessary coordination and scheduling functions during the interviewing process. While substantially all Schools personnel were interviewed, only a portion of Probation personnel associated with the camps were interviewed. An effort was made to obtain a representative sample of each deputy probation officer (DPO) level. An equal number of interviews was scheduled for DPO's I, II, III and Supervising DPO's. Because of scheduling difficulties, a smaller than planned sample of DPO I's was accomplished, but a balance of the other levels was attained. All camp directors were interviewed.

Student Interviews

The interviewing of students was also accomplished in two phases. After the first phase, however, it was determined that no revisions to the interview document were necessary. Consequently, the Phase II interviews were completed using the same document as was used for the Phase I interviewing.

The student interviews were conducted to collect data included in the following, as identified by purpose and reference to the Master Plan Prospectus:

(Reference 3.1 – Assessment by Students)

- 50 recidivists who have returned to the Los Angeles public schools
- 50 nonrecidivists who have returned to the Los Angeles public schools
- 50 students who have returned to the Los Angeles public schools and subsequently dropped out

(Reference 3.5 – Employment Status of Released Students)

- 50 youth released from Probation camps during the past twenty-four months who were not required to return to public schools.

During development of the student interview document, it was determined that interviewing students currently enrolled in Special Schools education programs was highly desirable. These additional interviews would provide immediate student impressions of the current camp school programs to augment the retrospective views of the students who have been released. To accommodate these additional interviews, the four groups of 50 indicated above were reduced to 40 each, which would allow for approximately 40 interviews of students still in camp.

The techniques and procedures used by the interviewers responsible for collecting information from both released students and those in a camp are of major importance in obtaining valid data. Because of the vital need to establish an environment of trust and understanding and to develop a rapport between the interviewer and respondent, the selection of interviewers was made with care. Factors considered in the selection and assignment of interviewers include the following:

- Experience in interview situations
- Age (under 30)
- Ethnic background
- College background and experience in education, psychology, and/or sociology
- Demonstrated interest and motivation toward related subjects.

The proportion of black, Chicano, or Caucasian students to be interviewed determined the approximate racial mix of the interviewers. Experience indicated that a Spanish-speaking interviewer was particularly effective in establishing a rapport and obtaining valid information in aftercare areas with a high proportion of Chicano youths.

Before interviewing of students began, training sessions for assigned interviewers were conducted. To assure complete and common understanding of the mission, the interview instrument was analyzed, the purpose of each question explained, and student profiles and problems defined. These orientation sessions included role playing and case study workshop techniques and extensive question and answer opportunities.

A project summary for student interviewers (shown in Appendix K) was prepared for each interviewer. This document summarizes the project objectives, the elements and function of the juvenile justice system, and the purpose of the student interviewing. In addition, a set of guidelines was outlined to help the interviewer accomplish the interviewing objectives.

Procedures were undertaken to insure a random selection of student interview respondents. In the case of interviews conducted at the camps, students were selected by a random process according to their entry date such that all respondents had been detained in camp at least three months but less than four months. This criterion was established so that each student interviewed would have a sufficiently lengthy camp stay to provide an assessment based on experience but would not be too close to his release date to prejudice responses. An average of four interviews were conducted at each camp with the exception of Las Palmas, which furnished seven interviews.

In the case of interviews conducted with released students, each camp school was requested to supply the names of all students released after September 11, 1972 up to a specified maximum number of names. The specified maximum was determined by the total number of names desired and the approximate population of the camp. Proportionately more names were solicited from the largest camp such that the total sample selected reflected the distribution of students among camps. Approximately 250 names were requested to satisfy the need for 160 interviews of released students.

The resulting 250 candidates for interviewing were separated according to Probation aftercare area. The initial interviewing was conducted without regard to category or classification (i.e., recidivist, nonrecidivist, dropout, etc.). Names of available youths were selected randomly from each aftercare list. Once it was apparent that youths classified in certain categories were deficient in number, the students remaining on the lists (who had not been interviewed) were classified in one of the four categories indicated earlier. Efforts were then directed toward interviewing students in specific categories. Two subpopulation requirements were particularly difficult to fulfill:

- Recidivists who have returned to Los Angeles public schools
- Youths released from Probation camps during the past twenty-four months who were not required to return to public school.

Recidivists who returned to school were scarce and resulted in a search for this category among other youths who were not on the original list. The project team interviewed 38 students in this category. Released youths who did not return to school were difficult to locate and/or bring in to interview. The project team and aftercare personnel were reluctant to interview those students in this category who held jobs for fear of jeopardizing the youth's job success. Hence, the sample of this subpopulation may not be representative of the entire subpopulation. Those students in this category who were unemployed were often difficult to locate and schedule for interviews.

As a result, Table II-2 shows the total number of students interviewed in each category and the distribution among categories by sex.

Table II-2

	Number of interviews completed		
	Male	Female	Total
Recidivists who have returned to Los Angeles public schools	31	7	38
Nonrecidivists who have returned to Los Angeles public schools	36	7	43
Students who have returned to the Los Angeles public schools and subsequently dropped out	39	6	45
Youth released from Probation camps during the past twenty-four months who were not required to return to public schools	37	5	42
Students enrolled at camp at the date of interview	36	7	43
	179	32	211

Management Summary Sheet

Each school principal was requested to complete a Management Summary Sheet (see Appendix L) for his camp. The data gathered for certain questions was of limited significance because of omissions of data by the camp or the special circumstances surrounding the question. For example, the available information on supportive services was generally not complete. Pre- and post-test data was misleading because the pre- and post-test averages are not necessarily on the same students. (Generally, the post-tests cover only a small portion of the population.) Some responses were of limited significance because of major program changes. For example, Camp Scudder was an annex to the juvenile halls prior to July 10, 1972.

Goal and Objective Statements

The goal and objective statements were distributed to five major groups of people who have an interface with the camp programs. These groups and the number sampled are as follows:

Group	Number sampled
Special Schools personnel	74
Camp Probation personnel	113
Other camp personnel (secretarial, etc.)	12
Public school personnel	13
Juvenile Court personnel	15

The instruments were distributed by the Special Schools and Probation administrative officers to their respective personnel. Public school personnel (from five Los Angeles County public schools which frequently enroll camp releases) were contacted by the Division of Special Schools and asked to cooperate by completing the goal and objective statements instrument. These statements were subsequently distributed by the project team to vice principals, counselors, and teachers in the cooperating public schools. The documents were also distributed to Juvenile Court judges and commissioners by a Juvenile Court judge.

ANALYTICAL TECHNIQUES

Upon completion of each phase of data collection, the documents were reviewed for acceptability. Documents which were substantially incomplete or contained conflicting data were eliminated. A few student interviews with uncooperative and nonresponsive youths were also eliminated.

File Review Instruments

All data from the file review instruments were appropriate for computer analysis. Data were categorized into the following subpopulations:

- Youths currently enrolled in camp
    - Recidivist males
    - Recidivist females
    - Nonrecidivist males
    - Nonrecidivist females
    - All youths enrolled in camp
- Youths released from camp in the last twenty-four months
    - Males
    - Females
    - All released youths.

A statistical analysis of each variable was performed for the above subpopulations. This analysis included the following:

- Absolute frequency of response
- Relative frequency of response
- Cumulative frequencies
- Range.

Staff and Student Interview Instruments

All responses from the staff and student interview instruments were compiled for preliminary analysis. Where appropriate (such as multiple choice responses, etc.), a statistical analysis was performed similar to that described above for the file reviews. In that analysis, responses were summarized according to agency (Special Schools and Probation) and location (e.g., Camp Afflerbaugh, central administration). Other responses (primarily those to open-ended questions) were appropriately categorized and summarized manually.

Goal and Objective Statements

The primary purpose of the analysis of the 45 goal and objective statements (hereafter referred to as treatment objectives or objectives) was to establish a priority ranking of the 45 objectives. Thus, it was necessary to determine which objectives were perceived as indicating areas of greatest student need. This was accomplished by considering the ratings of each objective according to the *importance* of each objective, the extent of student *achievement* for each objective and the *emphasis* placed on the objective by the individual staff member. Final priorities were established by appropriately considering all three criteria; that is, final priorities were determined not only by the rated importance of the objective, but also by the degree of student achievement and staff emphasis as well.

The 45 objectives represent a heterogeneous collection, some of which describe academic development, some characterizing personal development, and some describing aspects of social development. Priorities were therefore established for each of these categories separately.

The three scales used by respondents to rate each objective and the manner in which each was assigned a point score are presented in Exhibit II-1. (The first scale asks the respondent to indicate the relative *importance* of the objective for juvenile youth in Special Schools. The second scale required the respondent to make a judgment about the degree of student *achievement* of the objective, while the final scale asked how much the respondent *emphasized* it in his work.)

Although respondents were given the opportunity to suggest additional objectives they felt were important but had been omitted from the initial list, few actually chose to do so. A review by the project team of those statements that were recommended revealed that they were highly similar content to objectives in the initial list. Therefore, determination of final priorities and analysis of divergent viewpoints among groups of raters were based on the initial set of the 45 objectives.

A cursory inspection of the rating forms collected from Special Schools personnel (74) and from Probation personnel (113) suggested that ratings of "importance" were

Exhibit II-1

SCALE AND SCORING KEYS FOR RATING OF OBJECTIVES

Scale I: Importance

How important do you think the statement is for Special Schools students?

0 = Missing
1 = Unimportant
2 = Marginal importance
3 = Average importance
4 = Moderate importance
5 = Very important

Scale II: Achievement

How would you rate students' achievement of the statement by the end of their Special Schools attendance?

0 = Missing
1 = Excellent achievement
2 = Good achievement
3 = Fair achievement
4 = Poor achievement
5 = No achievement

Scale III: Emphasis

To what extent do you emphasize the statement in your work with Special Schools students?

0 = Missing
1 = No emphasis at all
2 = Little emphasis
3 = Average emphasis
4 = Moderate emphasis
5 = Very much emphasis

systematically related to the ratings of "emphasis." This view was corroborated when the average correlation between these two dimensions was computed and found to be positive, moderately high, and statistically significant ($r = +.52$, $p < .05$). This implies that respondents who rated an objective as highly important also tended to report that they emphasized the objective in their work with juvenile camp youths. Had the correlation been somewhat higher, it would have indicated that the two scales were measuring essentially the same thing, and one scale could have been disregarded during further analysis. However, the positive moderate correlation suggested that substantive information was to be obtained by retaining both scales or by combining them in some meaningful way.

To obtain a more reliable, composite index of how critical each objective was perceived, the scales of "importance" and "emphasis" were combined. This was accomplished by computing the arithmetic mean of the respondent's score on these two scales, namely:

$$\frac{\text{IMPORTANCE} + \text{EMPHASIS}}{2} \qquad (1)$$

This score was further adjusted for the degree of perceived student achievement in the following manner:

$$\frac{\text{IMPORTANCE} + \text{EMPHASIS}}{2} + \text{ACHIEVEMENT} \qquad (2)$$

It is clear from the scoring key in Exhibit II-1 that an objective for which there is "no achievement" will have more points added to it in Equation (2) than an objective for which there is "excellent achievement." For example, if objective "A" was rated as *moderately important* (4), showing *poor achievement* (4), and *very much emphasized* (5), then the result from Equation (2) would be as follows:

$$\text{Objective A:} \quad \frac{4 + 5}{2} + 4 = 8.5$$

Objective "B" might also have been rated as *moderately important* (4) and *very much emphasized* (5), but it might have reflected *excellent achievement* (1) by Special Schools youth. The computations for this objective would be:

$$\text{Objective B:} \quad \frac{4 + 5}{2} + 1 = 5.5$$

Thus, the objective that represents the least achievement receives a higher priority than the one that reflects satisfactory achievement. The rationale behind this procedure is that final priorities should not only be determined by the importance of the objective, but by the degree of student achievement as well. Resources and time may then be concentrated in areas that are most important *and* in which student achievement is low, that is, in those areas of greatest need.

The original set of 45 objectives is presented in Exhibit II-2. It is clear that this set reflects a rather heterogeneous collection of skill and content areas. Based on an extensive review of these skill and content areas by the project team, the set of 45 objectives was subdivided into three categories. The first is labeled "Academic Development," and is described by such objectives as number 12, which states,

> *"Each student will know fundamental skills of mathematics and their daily applications."*

The second category is labeled "Personal Development," and is characterized by objectives which refer to self-improvement such as number 21:

> *"Each student will take pride in his work."*

The third category is labeled "Social Development," and includes objectives that describe aspects of socialization and citizenship. Objective number 7 typifies this category:

> *"Each student will consider in advance the consequences of his behavior."*

To more carefully delineate the relative priority of these three categories of objectives, final priority ranks were computed for each category separately. Further, because a greater proportion of rating forms were received from Probation than Special Schools personnel, it was necessary to make an adjustment so that equal weight would be given to each group. This was accomplished by computing mean *importance, achievement* and *emphasis* scores separately for Probation and Special Schools raters, then averaging these group means and entering the results into Equation (2) to obtain priority coefficients. Rank-ordering these coefficients from lowest to highest produced the final priority for each objective. Had this procedure not been followed, the final priorities would have been unduly biased in favor of the larger number of Probation personnel.

Exhibit II-2

ORIGINAL SET OF 45 OBJECTIVES

1. Each student will seek help from others when he needs it.

2. Each student will read rapidly and with comprehension.

3. Each student will regard mathematics as useful and interesting.

4. Each student will show consideration for the feelings of others.

5. Each student will take care of his own belongings and the property of others.

6. Each student will attend to his own health and grooming.

7. Each student will consider in advance the consequences of his behavior.

8. Each student will understand basic concepts in art and music.

9. Each student will investigate a variety of occupations to the end of finding a suitable occupation for himself.

10. Each student will work cooperatively with his peers on projects that require group effort.

11. Each student will have good work habits, be prompt, and will not waste time.

12. Each student will know fundamental skills of mathematics and their daily applications.

13. Each student will show tolerance of others, their appearance and their beliefs.

14. Each student will be willing and able to settle differences with others by means of discussion and compromise rather than force and violence.

15. Each student will study at least one subject because he likes it, not merely because it is required.

16. Each student will express himself easily and clearly in conversations and class discussions.

17. Each student will accept advice and directions from superordinates.

18. Each student will help and protect people who are weaker than himself.

19. Each student will listen accurately, take good notes and follow oral directions.

20. Each student will read for pleasure.

Exhibit II-2, Cont.

21. Each student will take pride in his work.

22. Each student will show persistence at study, at work, and at problem solving.

23. Each student will write clear, well-organized letters, essays, etc.

24. Each student will feel self-confident and believe that he is able to learn and solve problems if he tries.

25. Each student will use his time well, make a schedule and stick to it.

26. Each student will take an active part in improving his neighborhood and community.

27. Each student will enjoy art and music.

28. Each student will feel that this country is his country and have a sense of pride in its history.

29. Each student will obey laws, school rules and regulations.

30. Each student will know how to manage his money well, how to save, budget and shop skillfully.

31. Each student will know basic concepts of science, history, and other academic subjects.

32. Each student will be knowledgeable about community affairs at the local, national, and international levels.

33. Each student will make and keep friends.

34. Each student will control his impulsive behavior.

35. Each student will engage in a variety of hobbies and other activities he enjoys doing.

36. Each student will enjoy intellectual discussions.

37. Each student will feel that people who are important to him like him.

38. Each student will understand quantitative concepts in mathematics and science.

39. Each student will look out for his interests without being unduly offensive.

40. Each student will be able to verbalize a set of moral and ethical principles which he uses as a guide to his own behavior.

Exhibit II-2, Cont.

41. Each student will be able to think logically and recognize unstated assumptions or unwarranted conclusions.

42. Each student will like school.

43. Each student will resist peer pressure to do things that are potentially harmful to himself or others.

44. Each student will be able to translate colloquial expressions into standard American English.

45. Each student will be honest.

FEEDBACK SESSIONS

Midway through the study, two feedback sessions were conducted by the project team to provide an open-ended forum for the project team and selected representatives from the Division of Special Schools, the Probation Department and other related agencies to discuss the management study. The sessions afforded the participants an opportunity to discuss pertinent issues in an unstructured environment. In addition, the project team was able to initiate discussions concerning possible recommendations. The sessions were directed toward exploring the needs, goals and objectives of the camp schools and the benefits of alternative recommendations.

The first feedback session was conducted with representatives from the Division of Special Schools, Probation Department (both central administration and intensive aftercare), juvenile court and the California Youth Authority. The representatives generally served in administrative capacities. The following individuals were in attendance:

Mr. Bert A. Elliott, Coordinator of Special Programs and Projects
Division of Special Schools
Office of the Los Angeles County Superintendent of Schools

Judge William P. Hogoboom
Los Angeles County Juvenile Court

Mr. Mylum Kelley, Educational Coordinator
Fred C. Nelles School
California Youth Authority

Ms. Dorothy Kirby, Probation Director
Las Palmas School for Girls

Mr. T. J. Peebles, Principal
Camp Vernon Kilpatrick

Mr. Carl Terwilliger
Los Angeles County Probation Department

Mr. Robert Wells
Camps Intensive Aftercare
Los Angeles County Probation Department

The second feedback session included representatives within the camp school system whose responsibilities generally involved an extensive degree of direct client interface. These individuals were:

Mr. Edward P. Barton, Auto Mechanics Teacher
Camp Afflerbaugh-Paige
Division of Special Schools

Mr. Sheldon Cohen, Science Teacher
Camp Gonzales
Division Special Schools

Mr. Chester Jensen, Coordinator
Division of Special Schools
Office of the Los Angeles County Superintendent of Schools

Mr. Morey Kessler, Probation Director
Camp Scott
Los Angeles County Probation Department

Mr. Melvin Longmire
Camps Intensive Aftercare Area 1
Los Angeles County Probation Department

Mr. Dan Woehl, Probation Department
Las Palmas School for Girls
Los Angeles County Probation Department

III – ORGANIZATION OF FINAL REPORT

The study documentation is presented in three separate volumes:

- Final Report
- Final Report – Summary
- Final Report – Appendices

The summary report provides an overview of major study findings, conclusions and recommendations. The Appendices contain a glossary of terms, interview instruments, a detailed documentation of the survey findings, and other supporting information.

The final report contains four major parts:

- Part A – Project Design
- Part B – Summary of Findings and Conclusions
- Part C – Recommendations
- Part D – Implementation

Part A describes the background and objectives of the study and the approach used by the project team in accomplishing these objectives. Part B presents a summary of findings and the corresponding conclusions. Recommendations addressed to the conclusions in Part B are found in Part C. Part D contains the recommended implementation plan.

PART B. SUMMARY OF FINDINGS & CONCLUSIONS

I – GENERAL DISCUSSION

The project team sought the objective, unrestricted opinions and judgments of a broad sample of people whose work and interest bore a direct relation to the juvenile camp system. Although the major thrust of the study project was directed toward the role of the Special Schools Division, many of the problems confronting the schools have a direct relationship and impact on the role, philosophy, and operation of the juvenile justice system in general, and the Probation Department in particular.

As described in Part A, the primary sources of information were interviews with the staffs of the Special Schools Division and the Probation Department; interviews with students in camp and released; file review of students; and a review of similar studies and literature in the field of juvenile delinquency and rehabilitation. In addition to these sources, the project team participated in meetings with representatives of the California Youth Authority, Los Angeles County and City School Districts, and the Juvenile Court system.

The study survey confirmed that there exists within the present system a number of factors that contribute to the difficulties that beset the camp system:

- Serious questions exist both within and outside the Special Schools and Probation Department regarding the individual and collective roles and responsibilities of these organizations.
- The diversity in, and conflicting interests of, these roles and responsibilities inhibit the development of a unified course of action.
- The camp schools operate in a rigidly controlled environment that bears little similarity to community public schools, yet are subject to the same codes, policies, procedures, and professional standards.
- Generally, the public views Special Education programs for physically, emotionally or mentally handicapped children with more sympathy and support than education programs for delinquents even though many of the youngsters have similar handicaps.
- There is no comprehensive information system to provide follow-up evaluation data on the effectiveness of existing programs.

- The geographic location of the juvenile detention camps restricts communication both vertically and horizontally in and between both the Special Schools and Probation Departments.

A fundamental purpose of the study was to determine the extent and nature of problems arising from these general conditions and to analyze the impact of these problems on the effectiveness of the camp school program. This section presents a summary of findings and conclusions of the study survey. These findings provided the framework for developing the recommendations presented in Part C of this report. A detailed compilation of data collected during the study is included in the Appendices.

It should be noted that the data collected during the study pertain to a changing environment. The Special Schools and Probation programs are continually being evaluated and revised. In a larger sense the entire juvenile justice system operates in a dynamic environment and is continually changing to keep pace with the environment. As a result, the findings and conclusions of the study are based upon data which are representative at the time of collection. These data, however, change and may not necessarily be valid at a later period.

II – PROFILE OF CURRENT AND PROJECTED POPULATION

Data collected from file reviews and interviews has provided the background for developing a needs analysis. In analyzing the needs of wards placed in juvenile camps, a profile of the students' educational background, academic strengths and weaknesses, interests and level of achievement was prepared. Analysis has indicated needs common among all youths and needs of special subpopulations (such as female juveniles).

CURRENT POPULATION

File review data has indicated differences among three subpopulations of camp students:

- Recidivist males
- Nonrecidivist males
- Females.

Any further classifications of females were not possible because of the relatively small size of the population. (For example, of a total of 94 females enrolled at Las Palmas at the time of file review, only ten were classified as recidivists.) Statistical reliance on a sample of this size could result in severely distorted inferences and projections. Hence, a composite profile has been prepared for all females.

Recidivist and Nonrecidivist Males

The term recidivist has been defined to include only those students who have had more than one exposure to the camp program. Generally, this definition encompasses two types of students. First, students who are assigned to camp, released in due course, and are subsequently assigned to camp as the result of another offense are classified as recidivists. Second, students who are assigned to camp, run away (are declared AWOL), and are subsequently returned to camp (to the same camp or transferred to a different camp) are also classified as recidivists. All other students are nonrecidivists.

Using the data collected during the review of camp files, a profile of the current population of male recidivists and nonredicivists has been developed and is presented below.

1. *Age*

As could be expected, the male recidivist is generally older than the nonrecidivist student. Age distribution of the recidivists is shown in Exhibit II-1. As shown, 64.1% were 16 years of age or older, whereas only 53.4% of the male nonrecidivists were over 16 years old (see Exhibit II-2). Overall, however, the junior-senior age ratio approximates 40:60.

2. *Race*

As shown in Exhibit II-3, the race of male recidivists is approximately equal among Caucasians, blacks and Mexican-Americans. Other reinforcing data suggests that this balance can change considerably over relatively short periods as a result of regionalized criminal activity. Historical data, however, indicates a shift from predominantly Caucasian toward the balance indicated in Exhibit II-3. Exhibit II-4 shows the ethnic distribution of nonrecidivists. Although the percentages differ from recidivists to nonrecidivists, the relative ranking is the same (i.e., more blacks than Caucasians, more Caucasians than Mexican-Americans).

3. *Location Prior to Assignment*

Exhibit II-5 shows the distribution of male recidivists according to location prior to assignment. Nearly half (46.7%) of the sample was located in the South-Central Los Angeles area, whereas the next most frequent area of origin was the San Gabriel Valley (16.3%). The distribution of nonrecidivist males was similar, as shown in Exhibit II-6. However, a higher proportion of nonrecidivists were located in the San Gabriel Valley (21.4% vs. 16.3%) and the East Los Angeles area (17.5% vs. 9.8%), while a lower portion originated from South-Central Los Angeles (40.8% vs. 46.7%). This variable is also dependent upon regionalized criminal activity. Supplementary data indicates that the proportion of males from South-Central Los Angeles is increasing.

4. *Primary and Secondary Reasons for Referral*

Youths are frequently arrested and/or assigned to camps on the basis of multiple violations (e.g., a youth may be charged with a narcotics violation as well as an offense against property). If multiple violations occur, the primary and secondary offenses are determined by the following order of offenses: offenses against persons, offenses against property, sex delinquency, narcotics/drugs, traffic, delinquent tendencies, dependency situations, and other miscellaneous law violations.* Whereas an offense such as narcotics/drugs encompasses a relatively narrow range of charges, other offenses such as delinquent tendencies encompass a relatively wide range of charges. The primary offense distribution for recidivists as shown in Exhibit II-7 indicates that offenses against property (36.2%) and delinquent tendencies (35.2%) occurred more frequently than the other reasons for referral. Significant differences can be detected in the primary offense pattern of recidivists and nonrecidivists (see Exhibits II-7 and II-8). The proportion of recidivists whose primary reason for referral is delinquent tendencies (35.2%) is almost double that of nonrecidivists (21.4%). This may be due to the increased observation of released youths by law enforcement officials and to the Juvenile Courts' attitude toward previous offenders.

The secondary reasons for referral are significantly different between the recidivist and nonrecidivist groups (see Exhibits II-9 and II-10). A higher percentage of the recidivists do not have secondary charges brought against them. Other differences are focused primarily on delinquent tendencies and narcotics violations. The proportion of recidivist males with delinquent tendencies as a secondary offense was again higher than that for nonrecidivist males (56.3% vs. 44.4%). Also secondary narcotics offenses were more frequent among nonrecidivists (20.0% vs. 9.4%). Although there is a significant portion of narcotics violators, other file review data indicated that less than 1% of both recidivists and nonrecidivists indicated any history of drug (or alcohol) addiction.

5. *Employment Status Prior to Placement*

The file review data (see Exhibit II-11) indicated that over 79% of the male recidivists were enrolled in some type of educational program prior to placement and were thus classified as students. Nearly all other recidivist males (18.5%) were unemployed prior to camp assignment. As shown in Exhibit II-12, a higher percentage (86.4%) of nonrecidivist males were students prior to placement, while 9.7% were unemployed nonstudents. The difference between the percentage enrolled as students between recidivists and nonrecidivists can be correlated with the differences in the age distribution between the two samples.

---

* Definitions of these terms can be found in Appendix A.

6. *Intelligence Level*

Although there exists some degree of controversy within the educational community concerning validity of intelligence tests among ethnic groups, tested intelligence data was one set of comparative data that was available on most students. According to each youth's most valid intelligence data prior to camp placement, approximately 61% of the male recidivists recorded intelligence quotients below 90. As shown in Exhibit II-13, 32.3% of the youths were in the normal range of 90 to 109. Less than 7% scored over 109.

As shown in Exhibit II-14, the tested intelligence level distribution for nonrecidivists is similar. Approximately 68% recorded intelligence quotients below 90 and 30.7% were in the normal range of 90 to 109.

7. *Verbal Achievement*

Verbal achievement and reading scores, according to the most recent school transcripts and/or scholastic achievement testing*, indicate that 79.0% of the male recidivists are below grade level by three or more grades prior to or at camp placement. As shown in Exhibit II-15, less than 10% were measured at grade level, while 4.8% are above grade level. The male nonrecidivist scores shown in Exhibit II-16 were somewhat higher but the distribution among grade levels was similar. Of the files containing appropriate information, nearly 72% indicated verbal achievement three or more grades below grade level.

8. *Arithmetic Achievement*

The distribution of arithmetic achievement scores parallels that of the verbal achievement scores. Over 84% of the recidivist males' records indicated an arithmetic achievement level three or more grades below grade level. As shown in Exhibit II-17, 7.8% were measured at grade level or above. A similar pattern exists for nonrecidivist males where almost 89% indicated a three or more grade level deficiency and approximately 2% scored above grade level (see Exhibit II-18).

---

* Over 80% of the all verbal achievement scores recorded were the result of testing by the Wide Range Achievement Test (WRAT).

9. *School Attendance*

Data concerning school attendance prior to camp placement was found in approximately 80% of the applicable files. Poor attendance records were frequently accompanied by truancy notices and public school memoranda concerning attendance problems. As shown in Exhibit II-19, over 92% of the male recidivists registered poor attandance and only 3.7% registered better than average attandance. This distribution is similar to that for nonrecidivist males where 88.4% had poor attendance records and 1.4% had better than average attendance records prior to camp assignment (see Exhibit II-20).

10. *Educational Program Prior to Placement*

The educational program of recidivist males prior to placement was predominantly general compensatory. As shown in Exhibit II-21, over 92% of the sample was enrolled in a general compensatory program, while 4.9% were enrolled in remedial and/or special programs. A small portion (2.4%) were enrolled in vocational education classes. Although the high incidence of general compensatory enrollment was found for the nonrecidivist males (85.3%), a substantial portion (14.7%) had been enrolled in remedial and/or special programs prior to placement (see Exhibit II-22).

11. *Vocational Training during Camp Incarceration*

As shown in Exhibit II-12, approximately 37% of the male recidivists received vocational and/or prevocational training during incarceration. (Examples include the following: welding, auto mechanics, landscaping, cosmetology, clothing, foods and secretarial.) Approximately 46% of the nonrecidivist males received this type of training, as shown in Exhibit II-24.

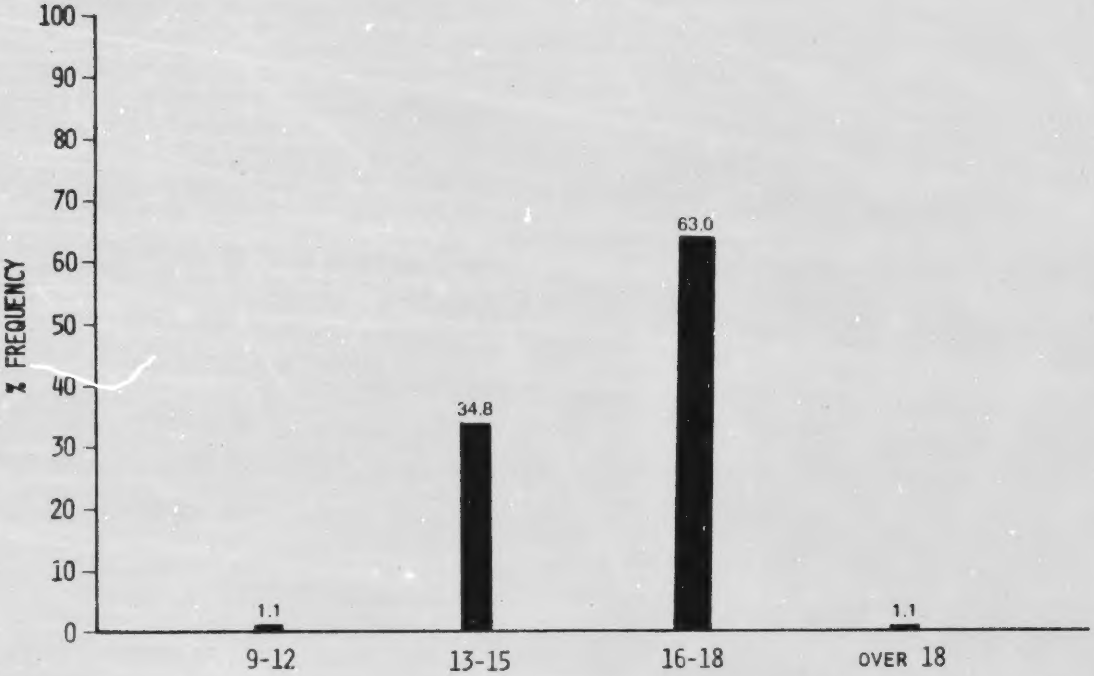


EXHIBIT II-1 AGE AS OF FILE REVIEW
RECIDIVIST MALES

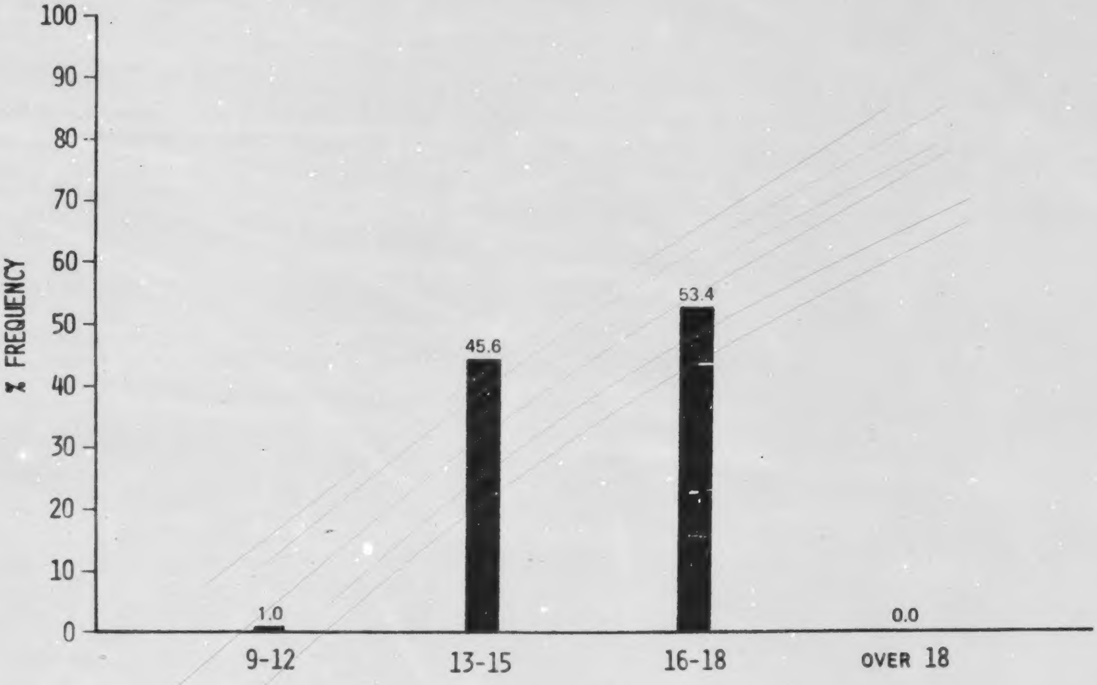


EXHIBIT II-2 AGE AS OF FILE REVIEW
NON-RECIDIVIST MALES

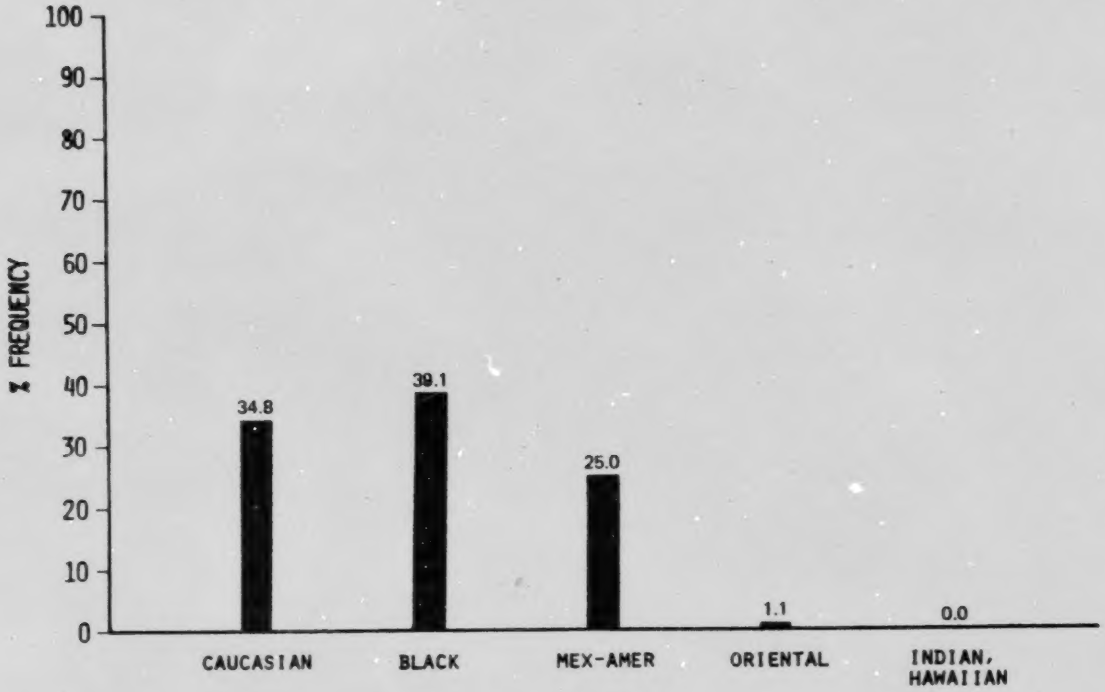


EXHIBIT II-3 RACE OF YOUTH
RECIDIVIST MALES

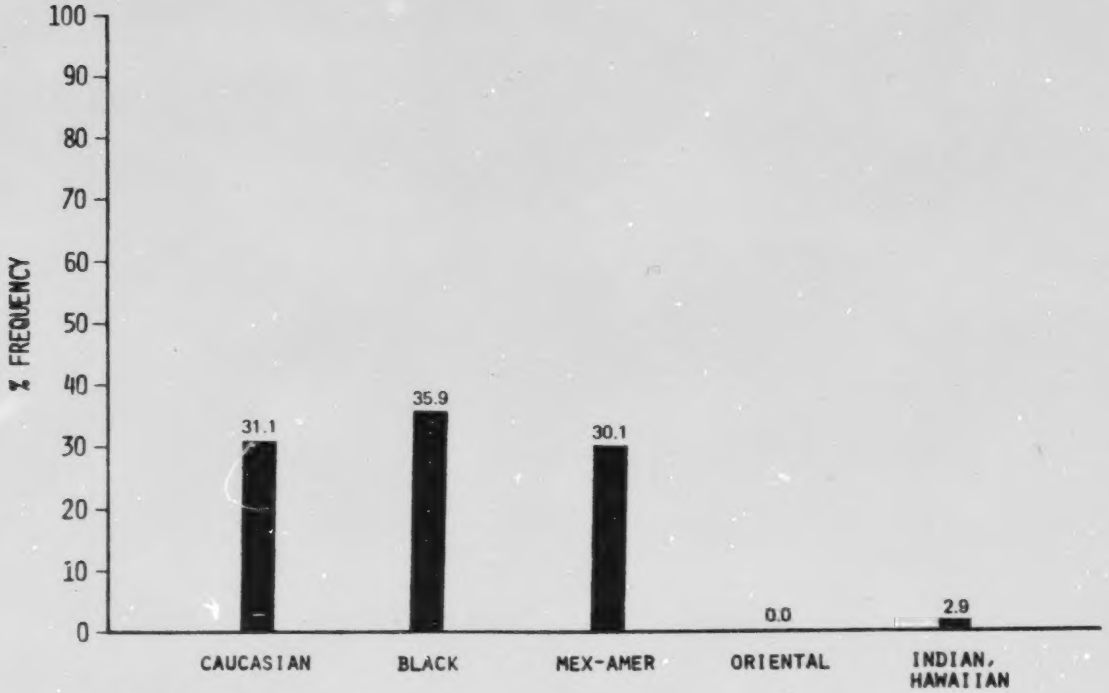


EXHIBIT II-4 RACE OF YOUTH
NON-RECIDIVIST MALES

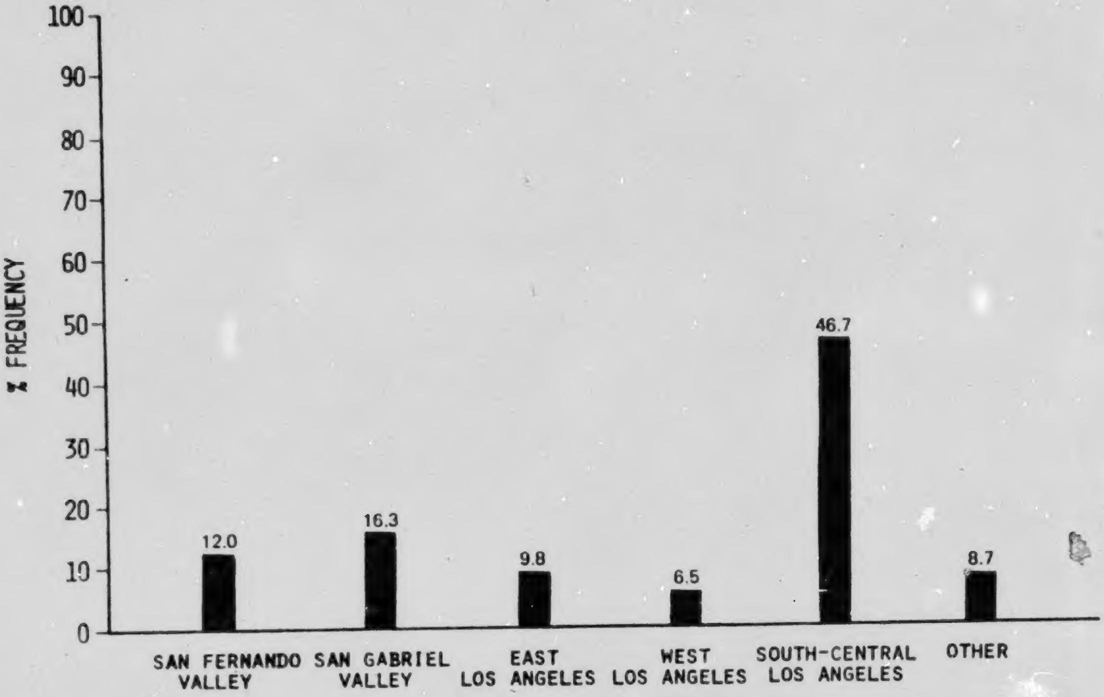


EXHIBIT II-5 LOCATION PRIOR TO ASSIGNMENT
RECIDIVIST MALES

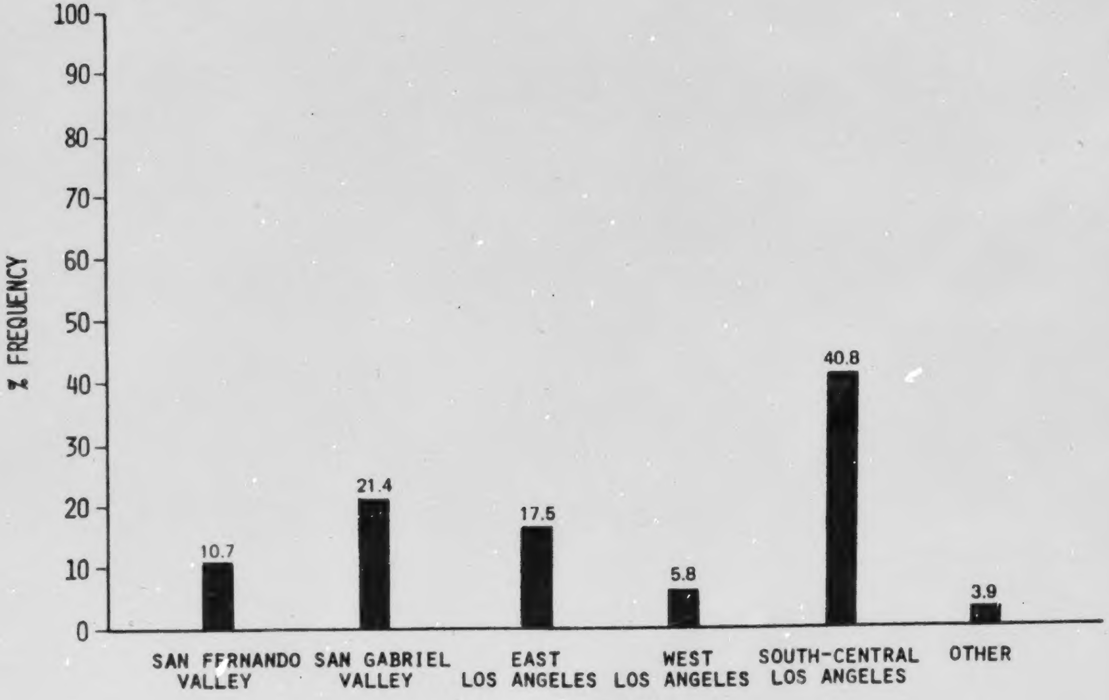


EXHIBIT II-6 LOCATION PRIOR TO ASSIGNMENT
NON-RECIDIVIST MALES

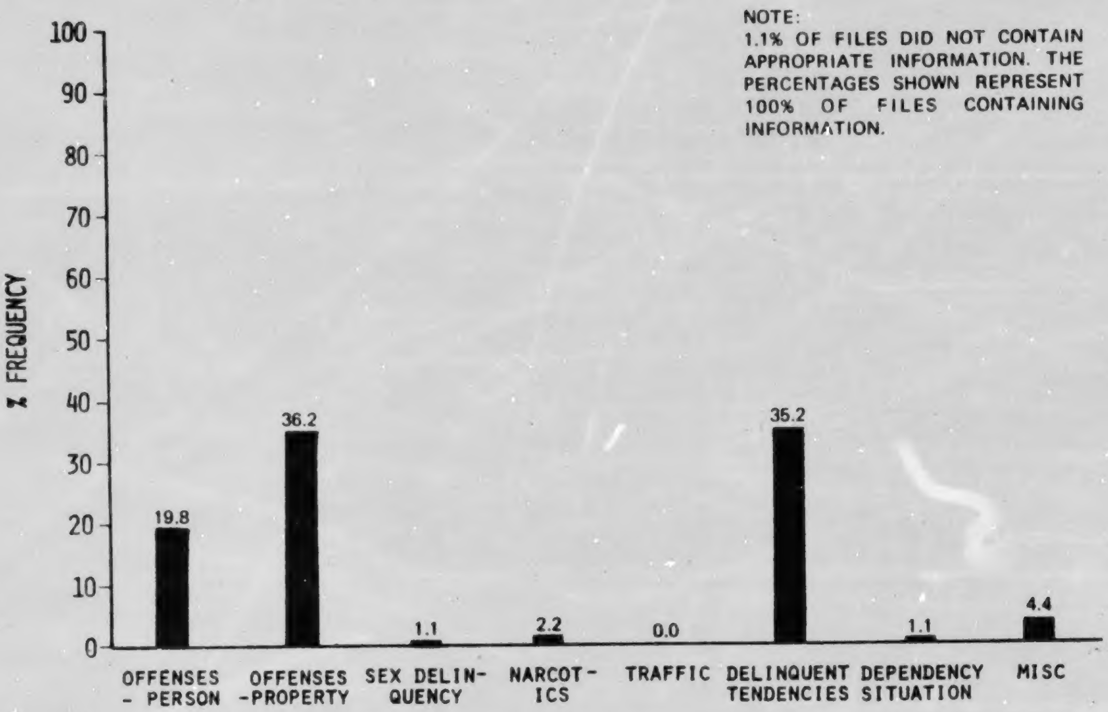


EXHIBIT II-7 PRIMARY REASON FOR MOST RECENT REFERRAL
RECIDIVIST MALES

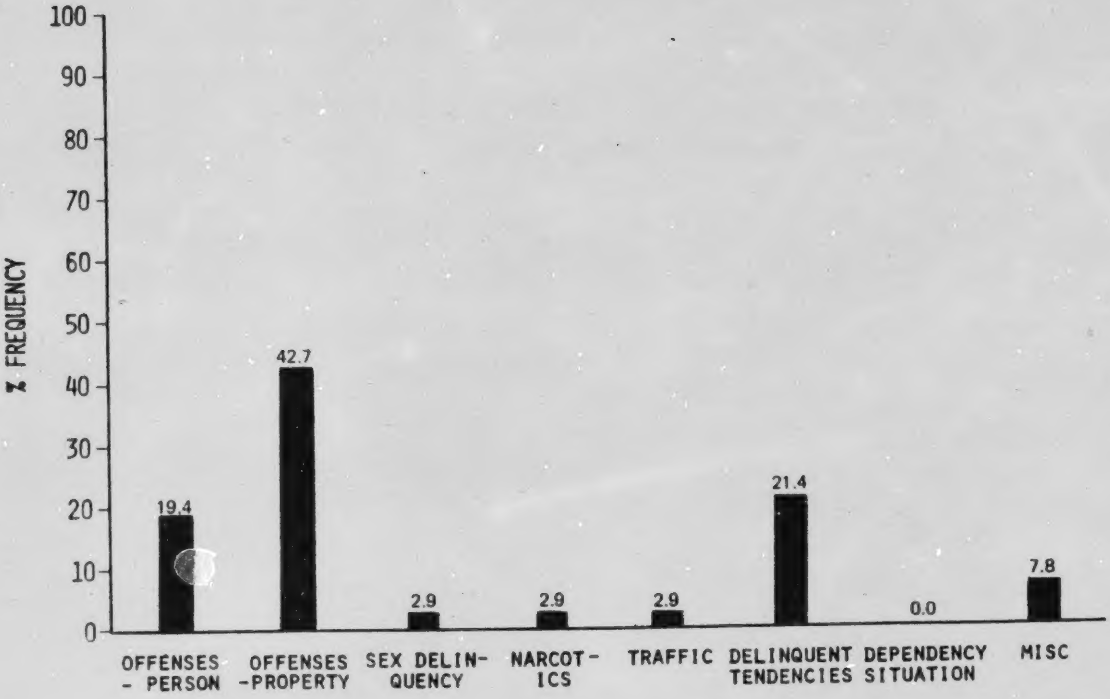
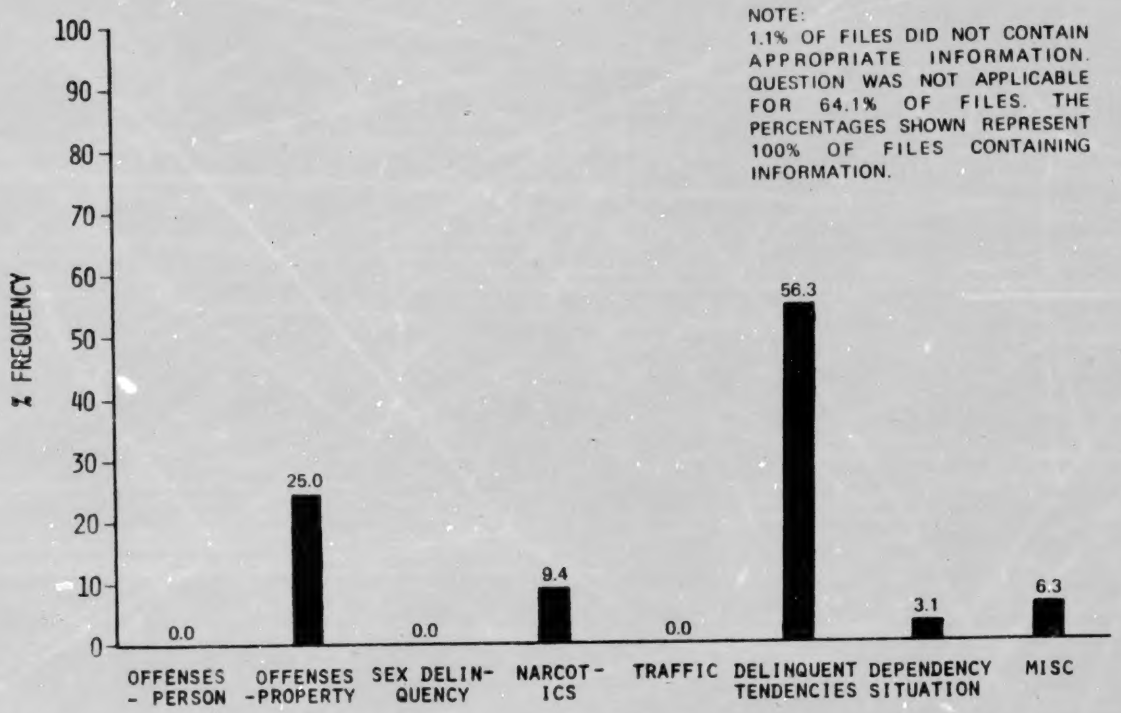
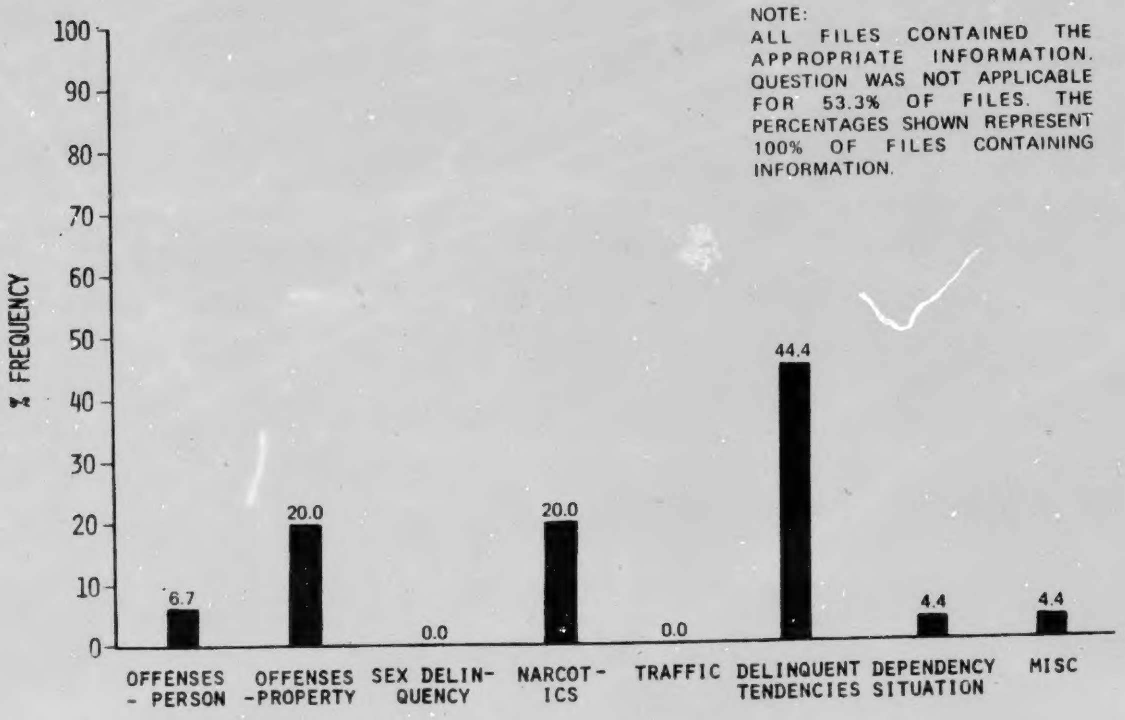


EXHIBIT II-8 PRIMARY REASON FOR MOST RECENT REFERRAL
NON-RECIDIVIST MALES



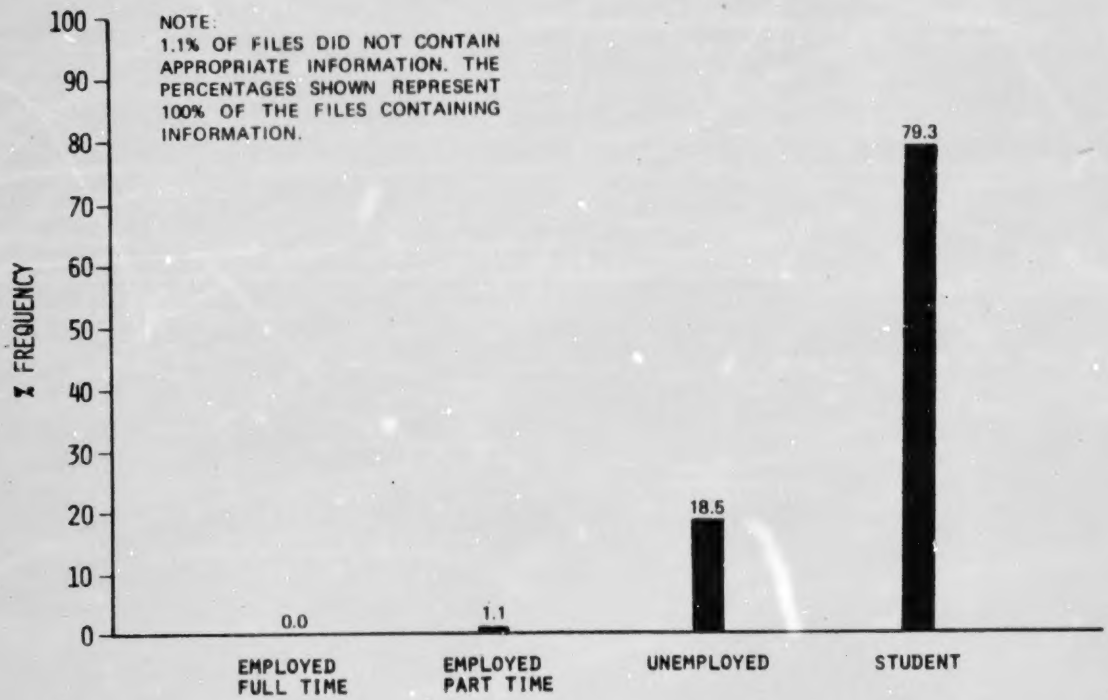
NOTE:
1.1% OF FILES DID NOT CONTAIN APPROPRIATE INFORMATION. QUESTION WAS NOT APPLICABLE FOR 64.1% OF FILES. THE PERCENTAGES SHOWN REPRESENT 100% OF FILES CONTAINING INFORMATION.

EXHIBIT II-9 SECONDARY REASON FOR MOST RECENT REFERRAL
RECIDIVIST MALES



NOTE:
ALL FILES CONTAINED THE APPROPRIATE INFORMATION. QUESTION WAS NOT APPLICABLE FOR 53.3% OF FILES. THE PERCENTAGES SHOWN REPRESENT 100% OF FILES CONTAINING INFORMATION.

EXHIBIT II-10 SECONDARY REASON FOR MOST RECENT REFERRAL
NON-RECIDIVIST MALES



NOTE:
1.1% OF FILES DID NOT CONTAIN APPROPRIATE INFORMATION. THE PERCENTAGES SHOWN REPRESENT 100% OF THE FILES CONTAINING INFORMATION.

EXHIBIT II-11 EMPLOYMENT STATUS PRIOR TO PLACEMENT
RECIDIVIST MALES

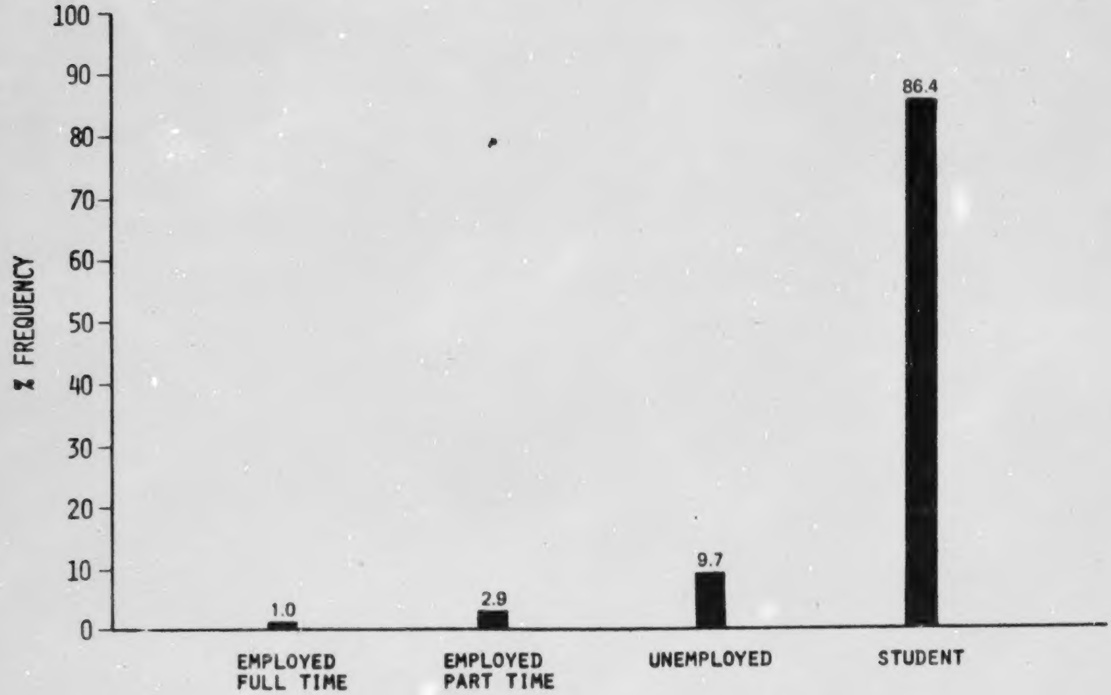
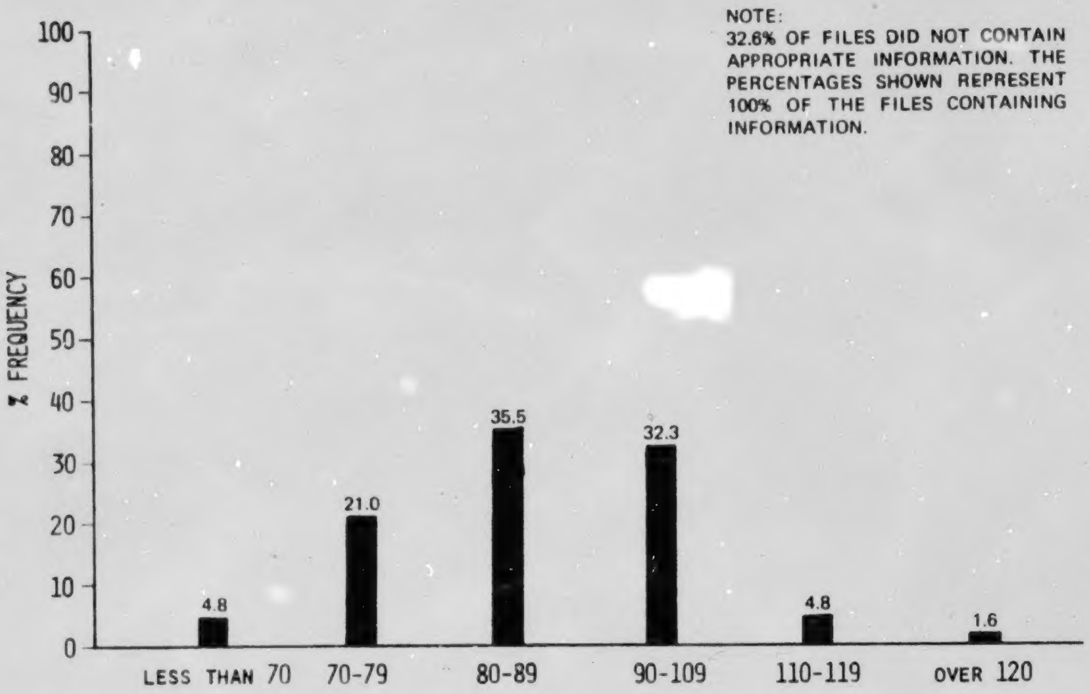
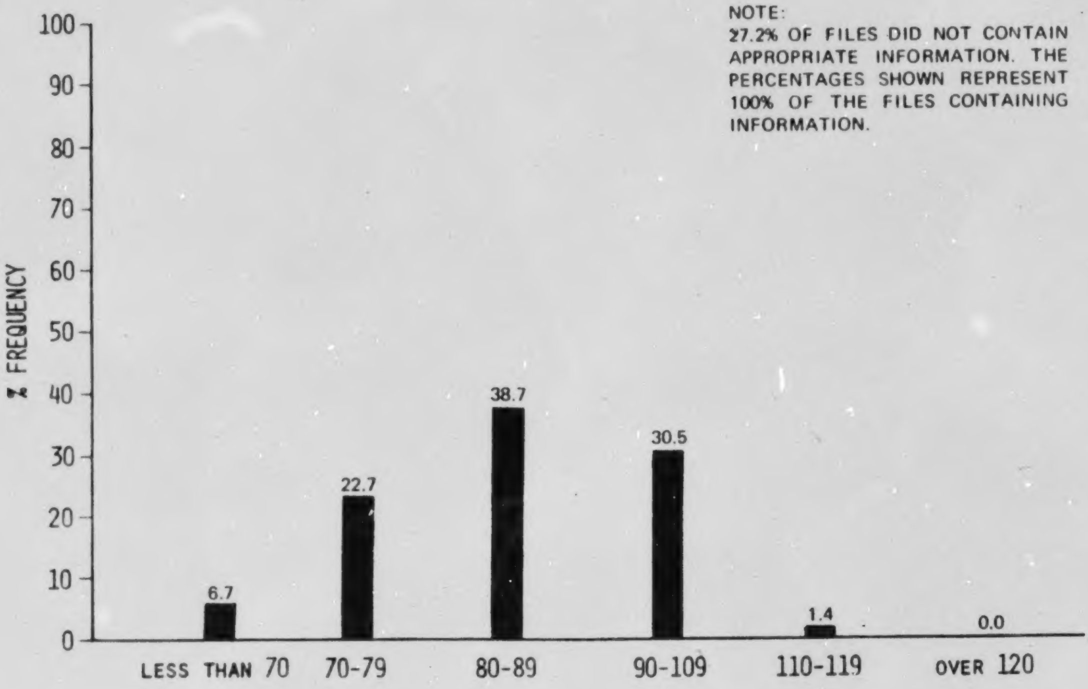


EXHIBIT II-12 EMPLOYMENT STATUS PRIOR TO PLACEMENT
NON-RECIDIVIST MALES



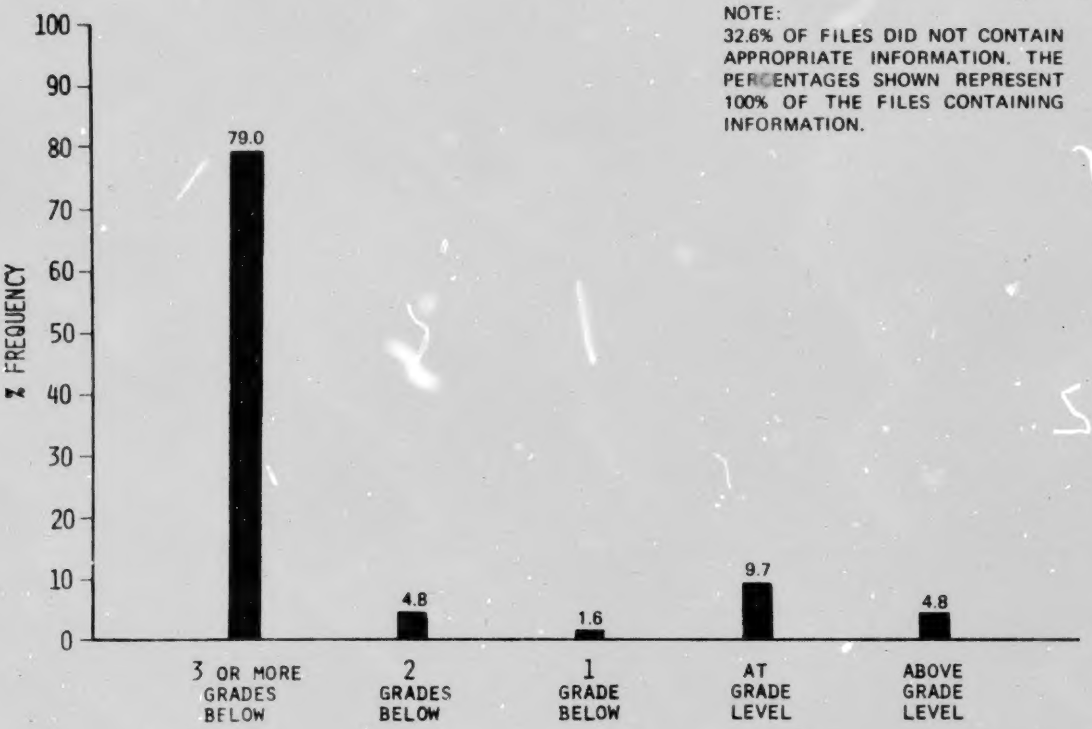
NOTE:
32.6% OF FILES DID NOT CONTAIN APPROPRIATE INFORMATION. THE PERCENTAGES SHOWN REPRESENT 100% OF THE FILES CONTAINING INFORMATION.

EXHIBIT II-13 INTELLIGENCE LEVEL – SPECIAL SCHOOLS FILES
RECIDIVIST MALES



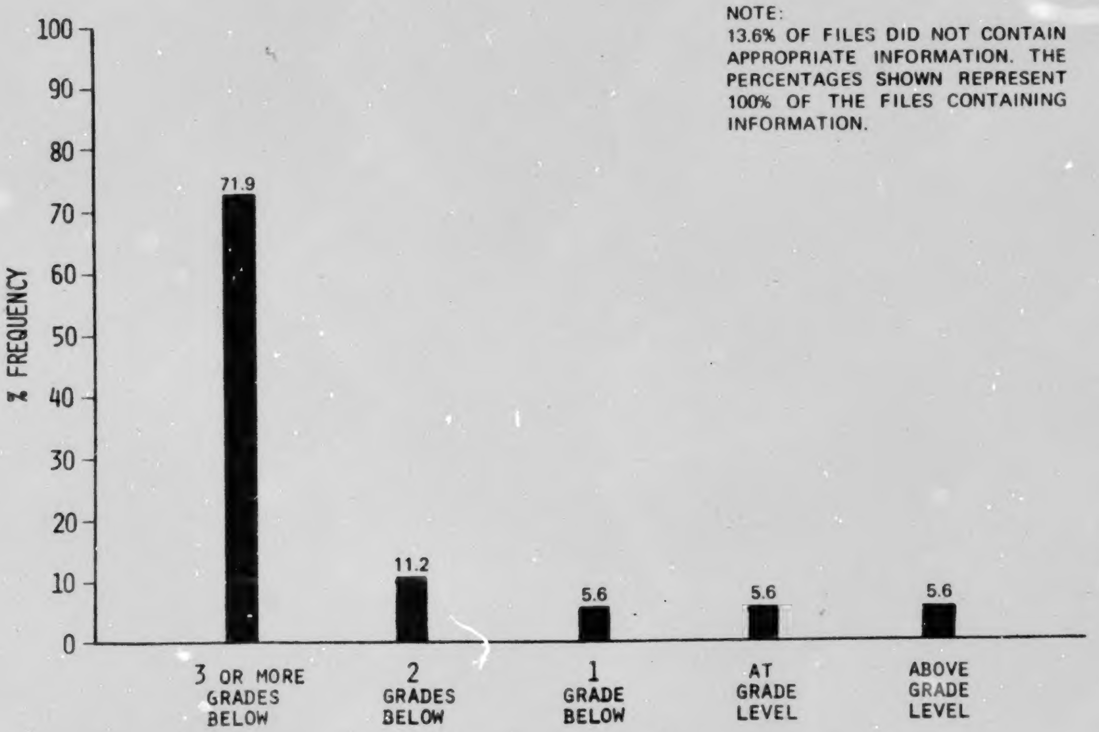
NOTE:
27.2% OF FILES DID NOT CONTAIN APPROPRIATE INFORMATION. THE PERCENTAGES SHOWN REPRESENT 100% OF THE FILES CONTAINING INFORMATION.

EXHIBIT II-14 INTELLIGENCE LEVEL – SPECIAL SCHOOLS FILES
NON-RECIDIVIST MALES



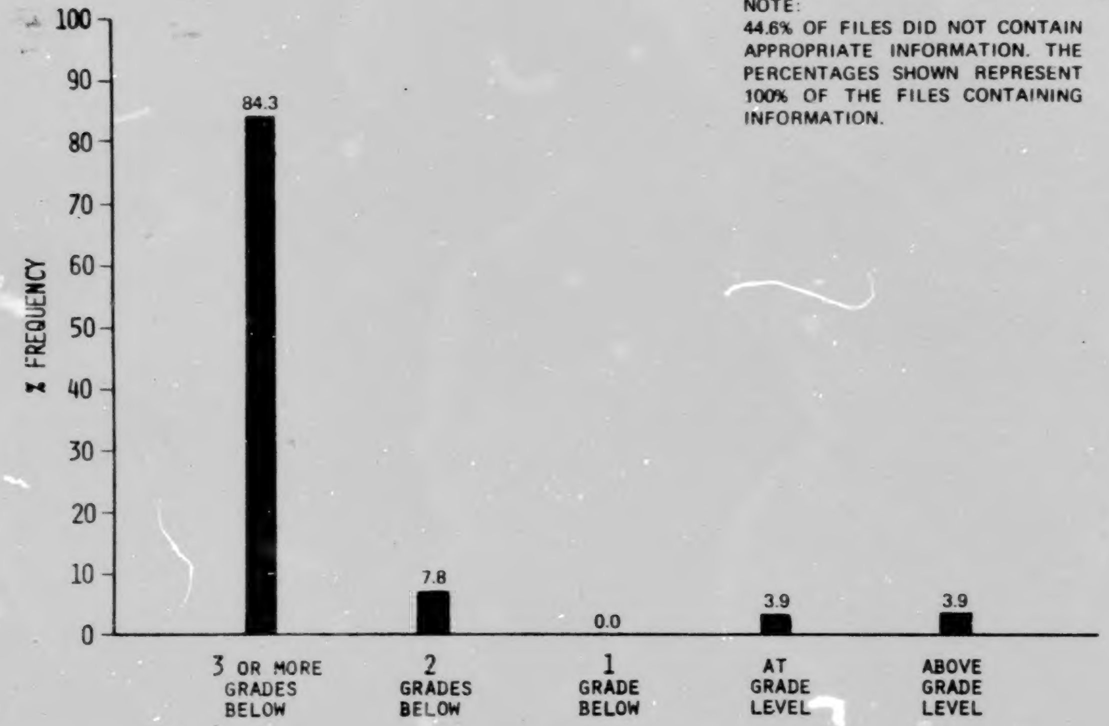
NOTE:
32.6% OF FILES DID NOT CONTAIN APPROPRIATE INFORMATION. THE PERCENTAGES SHOWN REPRESENT 100% OF THE FILES CONTAINING INFORMATION.

EXHIBIT II-15 VERBAL ACHIEVEMENT – SPECIAL SCHOOLS FILES
RECIDIVIST MALES



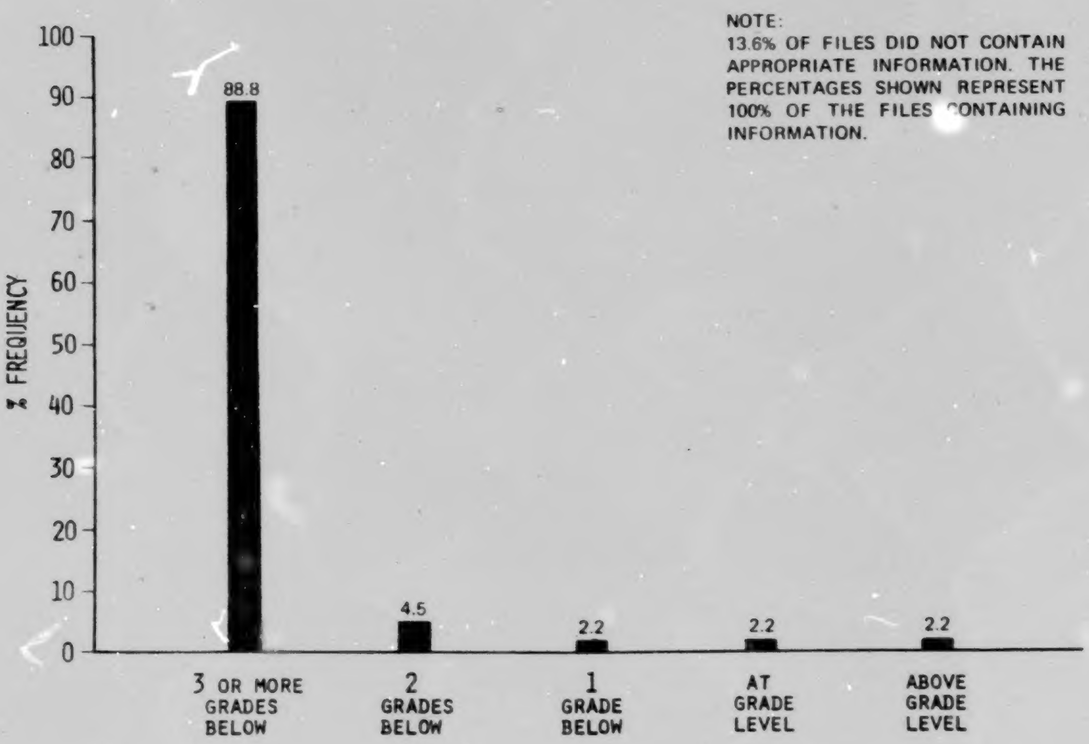
NOTE:
13.6% OF FILES DID NOT CONTAIN APPROPRIATE INFORMATION. THE PERCENTAGES SHOWN REPRESENT 100% OF THE FILES CONTAINING INFORMATION.

EXHIBIT II-16 VERBAL ACHIEVEMENT – SPECIAL SCHOOLS FILES
NON-RECIDIVIST MALES



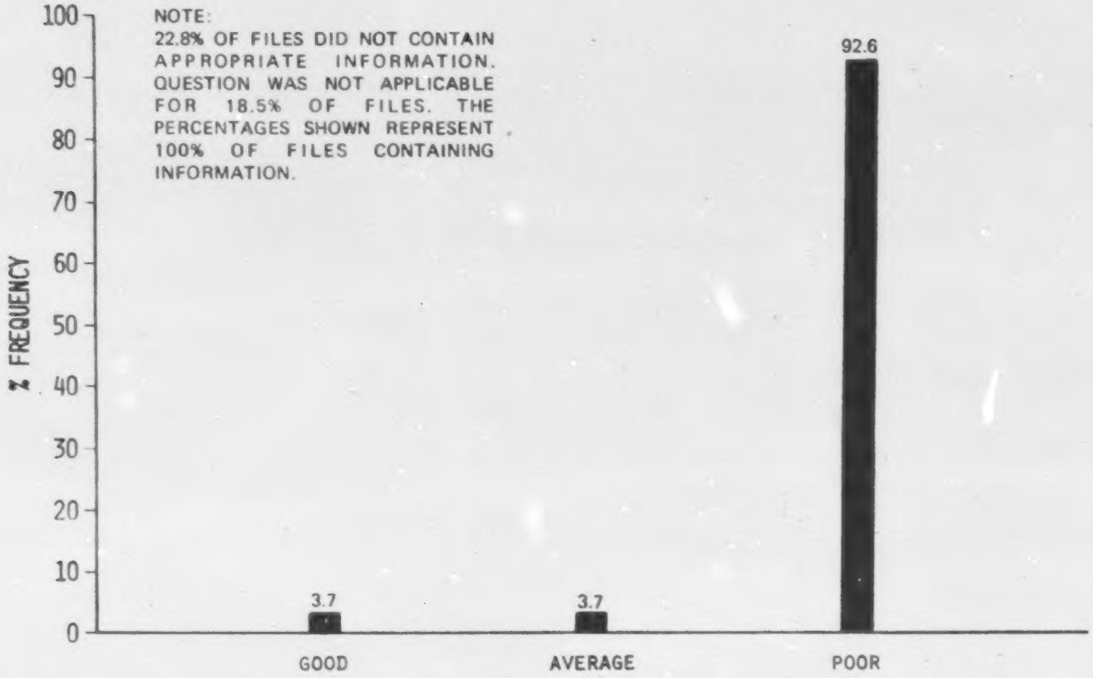
NOTE:
44.6% OF FILES DID NOT CONTAIN APPROPRIATE INFORMATION. THE PERCENTAGES SHOWN REPRESENT 100% OF THE FILES CONTAINING INFORMATION.

EXHIBIT II-17 ARITHMETIC ACHIEVEMENT – SPECIAL SCHOOLS FILES
RECIDIVIST MALES



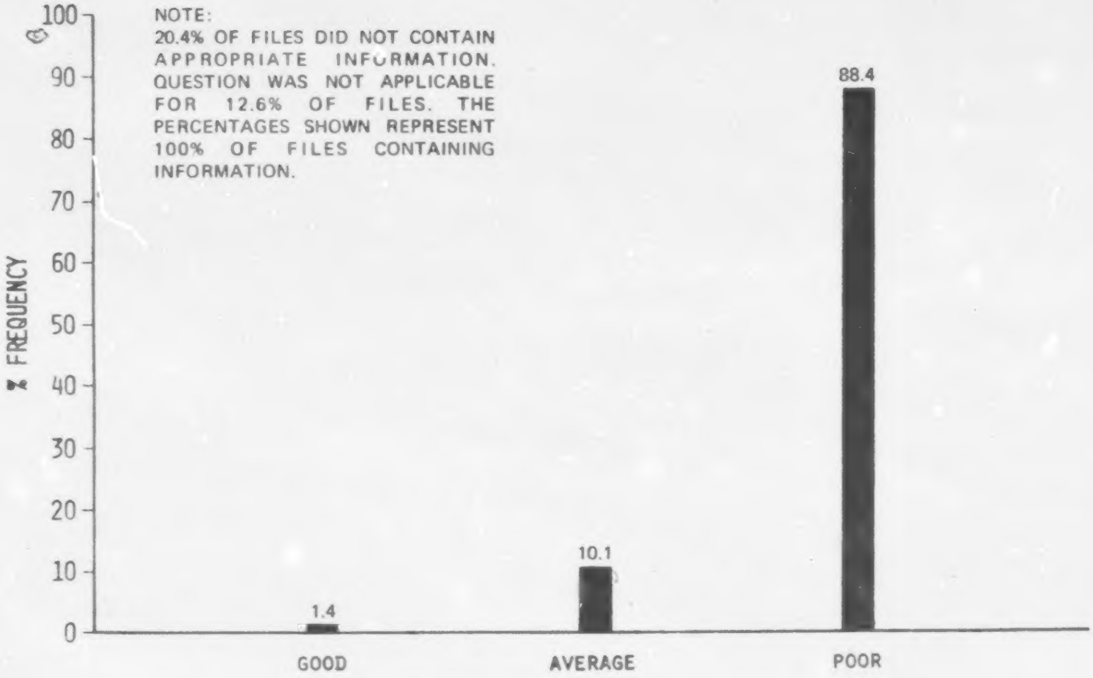
NOTE:
13.6% OF FILES DID NOT CONTAIN APPROPRIATE INFORMATION. THE PERCENTAGES SHOWN REPRESENT 100% OF THE FILES CONTAINING INFORMATION.

EXHIBIT II-18 ARITHMETIC ACHIEVEMENT – SPECIAL SCHOOLS FILES
NON-RECIDIVIST MALES



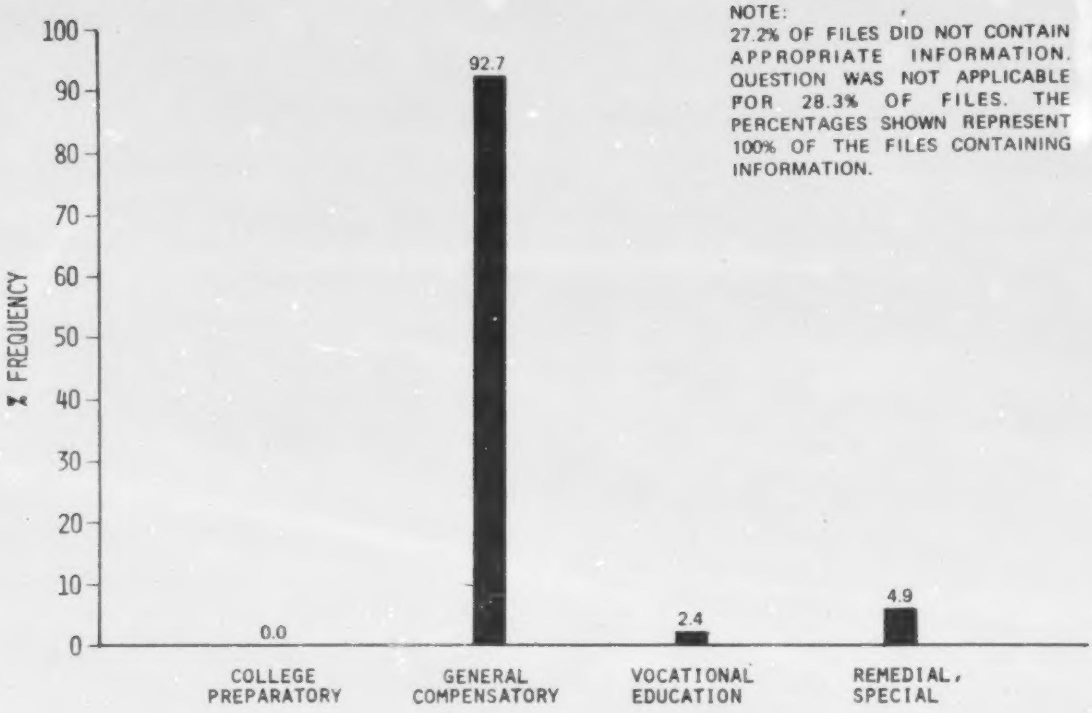
NOTE:
22.8% OF FILES DID NOT CONTAIN APPROPRIATE INFORMATION. QUESTION WAS NOT APPLICABLE FOR 18.5% OF FILES. THE PERCENTAGES SHOWN REPRESENT 100% OF FILES CONTAINING INFORMATION.

EXHIBIT II-19 SCHOOL ATTENDANCE PRIOR TO PLACEMENT
RECIDIVIST MALES



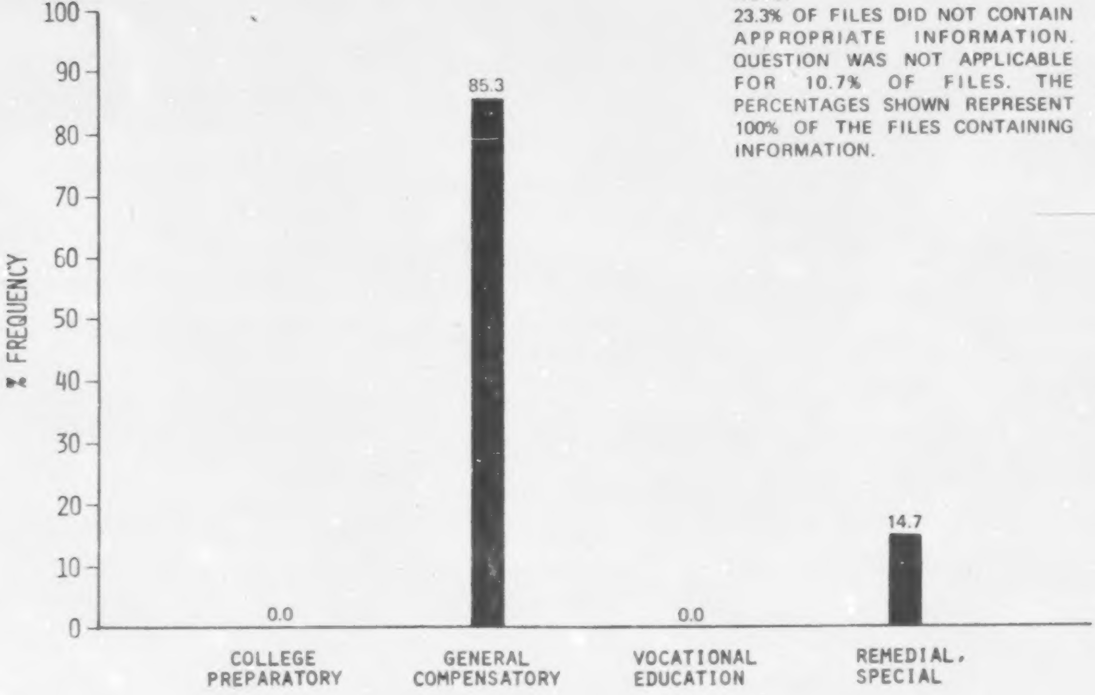
NOTE:
20.4% OF FILES DID NOT CONTAIN APPROPRIATE INFORMATION. QUESTION WAS NOT APPLICABLE FOR 12.6% OF FILES. THE PERCENTAGES SHOWN REPRESENT 100% OF FILES CONTAINING INFORMATION.

EXHIBIT II-20 SCHOOL ATTENDANCE PRIOR TO PLACEMENT
NON-RECIDIVIST MALES



NOTE:
27.2% OF FILES DID NOT CONTAIN APPROPRIATE INFORMATION. QUESTION WAS NOT APPLICABLE FOR 28.3% OF FILES. THE PERCENTAGES SHOWN REPRESENT 100% OF THE FILES CONTAINING INFORMATION.

EXHIBIT II-21 EDUCATIONAL PROGRAM PRIOR TO PLACEMENT
RECIDIVIST MALES



NOTE:
23.3% OF FILES DID NOT CONTAIN APPROPRIATE INFORMATION. QUESTION WAS NOT APPLICABLE FOR 10.7% OF FILES. THE PERCENTAGES SHOWN REPRESENT 100% OF THE FILES CONTAINING INFORMATION.

EXHIBIT II-22 EDUCATIONAL PROGRAM PRIOR TO PLACEMENT
NON-RECIDIVIST MALES

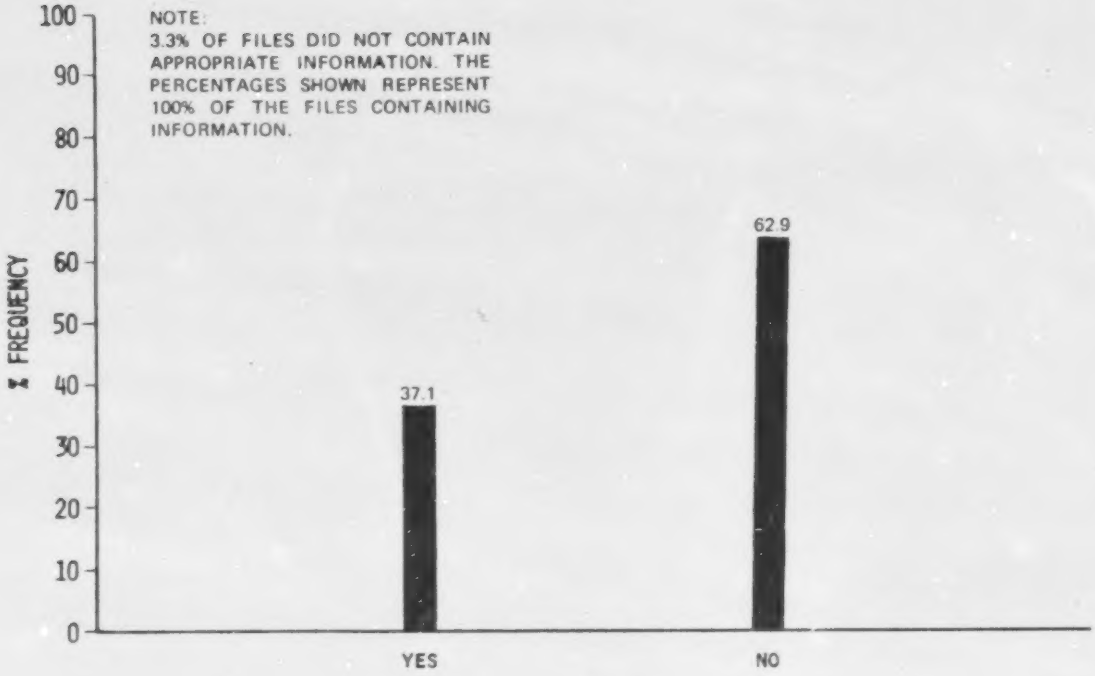

NOTE:
3.3% OF FILES DID NOT CONTAIN APPROPRIATE INFORMATION. THE PERCENTAGES SHOWN REPRESENT 100% OF THE FILES CONTAINING INFORMATION.

EXHIBIT II-23 VOCATIONAL TRAINING DURING PLACEMENT
RECIDIVIST MALES

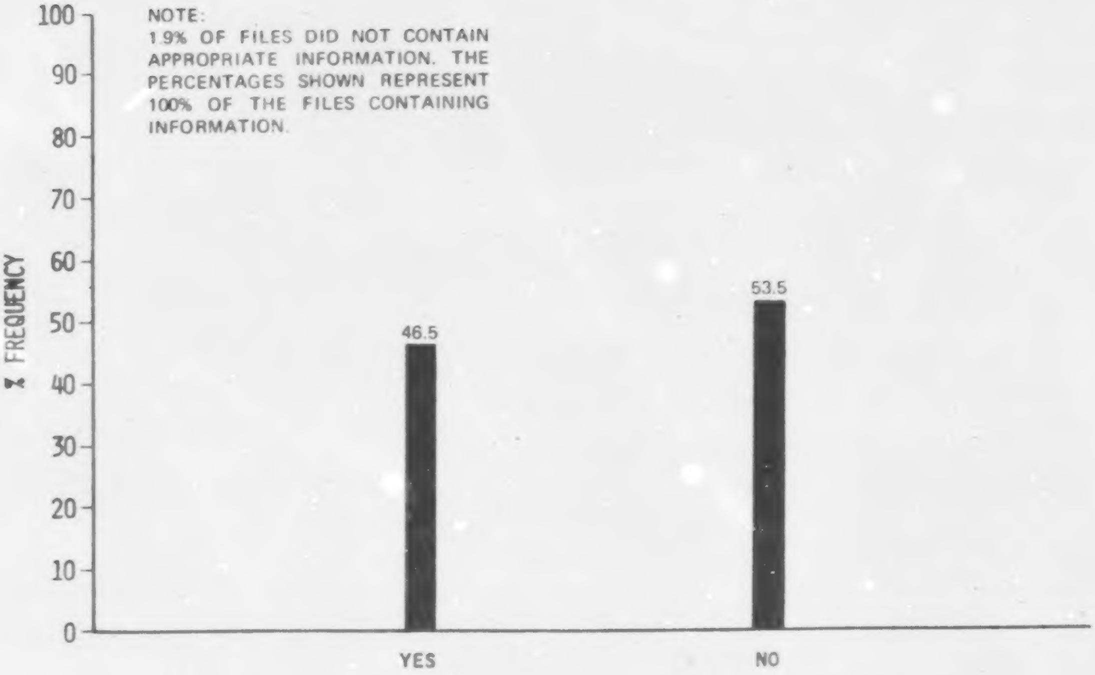

NOTE:
1.9% OF FILES DID NOT CONTAIN APPROPRIATE INFORMATION. THE PERCENTAGES SHOWN REPRESENT 100% OF THE FILES CONTAINING INFORMATION.

EXHIBIT II-24 VOCATIONAL TRAINING DURING PLACEMENT
NON-RECIDIVIST MALES

Females

The data for females was isolated from that for males and a separate profile was developed because of the unique characteristics of the female juvenile delinquents and their treatment program. Data was collected for both recidivist and nonrecidivist females. Because of the small number of female recidivists (as discussed in detail in Part A, Section II), a separate profile for this category was not developed. As a result, a profile has been determined for all females whose files were reviewed.

1. Age

As shown in Exhibit II-25, 57.7% of the females are in the 16- to 18-year age group and the remainder are in the 13 to 15 group. This distribution is similar to that for all males.

2. Race

The racial composition of the female population is radically different from that of males. While the males are divided roughly in equal parts among Caucasians, blacks and Mexican-Americans, the females are divided into two-thirds Caucasian, one-sixth black and one-sixth Mexican-American. As shown in Exhibit II-26, the percentages are 64%, 18% and 13%, respectively. The racial balance is another indicator of the major differences between the male and female offenders.

3. Location Prior to Assignment

As with the males, South-Central Los Angeles is the most frequent location prior to assignment, with a frequency of 36.6%. Unlike the males, however the next most frequent area of origin is the San Fernando Valley, with 20.0%. Exhibit II-27 shows the distribution of locations prior to assignment among geographic areas.

4. Primary and Secondary Reason for Referral

The unique characteristics of the female juvenile delinquent are emphasized again by the nature of the primary and secondary reasons for referral. As shown in Exhibit II-28, 83% of the female sample were placed in camp (Las Palmas) as the result of a delinquent tendencies charge.* The next most frequent reasons for referral were narcotics and offenses against property, with 5.0% each. A high incidence of narcotics violations (50.0%) was indicated as the secondary reason for referral. Exhibit II-29 indicates a fairly wide dispersion among the five other categories of secondary offenses.

Care should be exercised in drawing conclusions from the differences between males and females with respect to the reason for referral. For example, the fact that a higher percentage of girls are referred for narcotics and drug violations (50.0%) as a secondary reason compared with 10 to 20% as a secondary reason for boys does not necessarily indicate that drug abuse is more prominent among females. Instead it may be an indication of the Juvenile Court's policy in adjudicating narcotics violations by females. The same circumstance may be true for the adjudication of delinquent tendency charges against females.

5. *Employment Status*

Exhibit II-30 shows that all females in the sample were enrolled in an educational program prior to placement at Las Palmas.

6. *Intelligence Level*

The intelligence level, according to the most recent test data contained in the students' files, approximates a statistically normal distribution. As shown in Exhibit II-31, 51% of the females were measured in the 90-109 intelligence quotient range. Approximately 26% were measured below 90 and 24% above 109. This distribution indicates considerable differences from the male recidivist and nonrecidivist intelligence quotient distribution where the statistical mode for the two male subpopulations was in the 80-89 range.

7. *Verbal Achievement*

The verbal achievement distribution of the females indicated a general deficiency but not as severe as that indicated for males. As shown in Exhibit II-32, approximately 34% of the females were three or more grades below grade level, while approximately 70% were below grade level.

---

* A definition of the delinquent tendencies charge (identical for males and females) can be found in Appendix A. It should be noted, however, that even though both males and females are assigned to camp because of delinquent tendencies, there may be significant differences between the nature of the delinquent tendencies charges against males and females.

8. *Arithmetic Achievement*

The arithmetic achievement for the sample was markedly different from the verbal achievement distribution. The distribution shown in Exhibit II-33 indicates a pronounced deficiency in arithmetic achievement. As shown, approximately 80% of the females were three or more grades below grade level and only 1.7% were achieving above grade level.

9. *School Attendance*

Exhibit II-34 indicates a uniformly poor attendance record prior to placement at Las Palmas.

10. *Educational Program Prior to Placement*

Over 94% of the females were enrolled in general compensatory educational programs prior to placement at Las Palmas. As shown in Exhibit II-35, none was enrolled in college preparatory programs; the remaining 6% was accounted for by enrollment in vocational programs and remedial and/or special programs.

11. *Vocational Training during Placement*

Approximately 72% of the females were registered in some type of vocationally oriented training (such as typing, secretarial skills, etc.) while at Las Palmas (see Exhibit II-36).

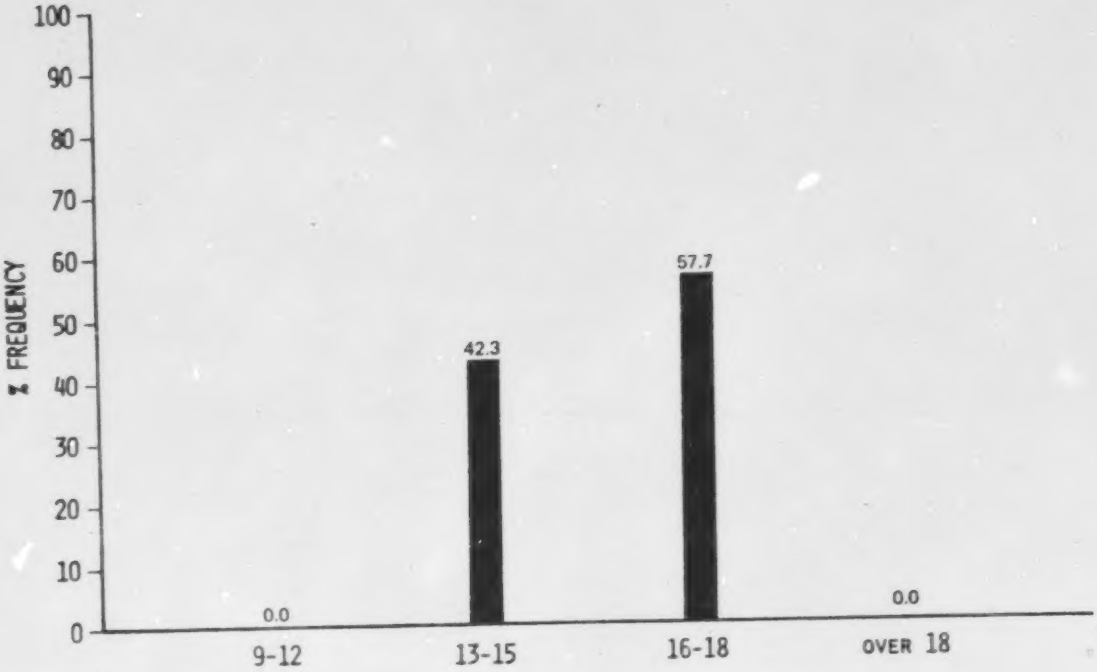


EXHIBIT II-25 AGE AS OF FILE REVIEW
FEMALES

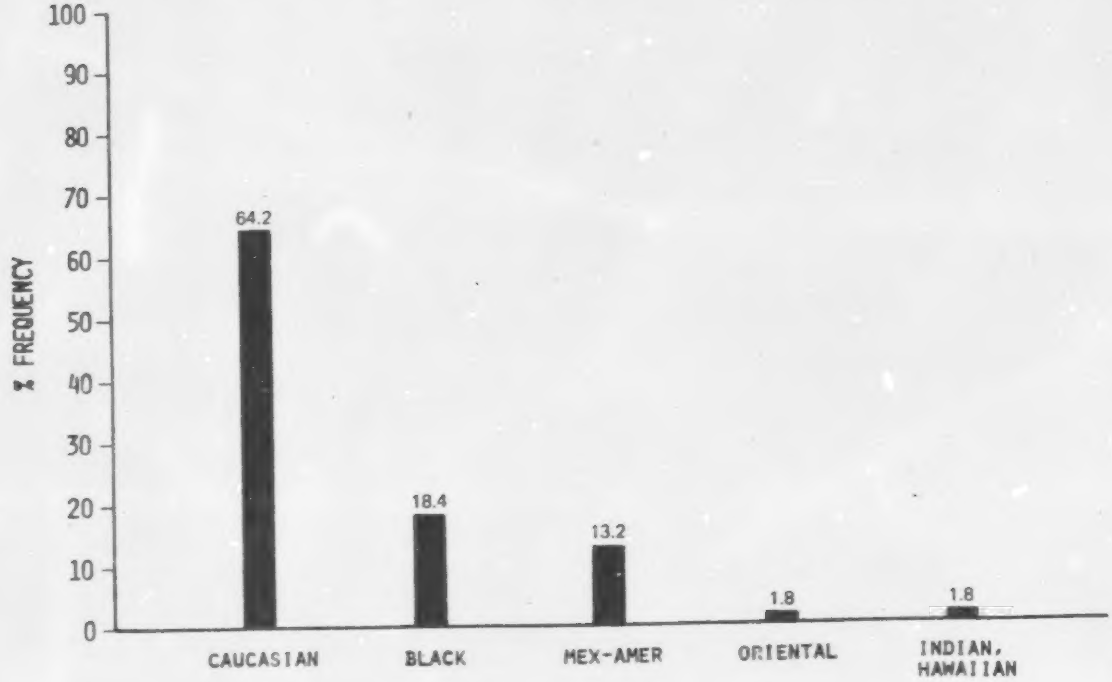


EXHIBIT II-26 RACE OF YOUTH
FEMALES

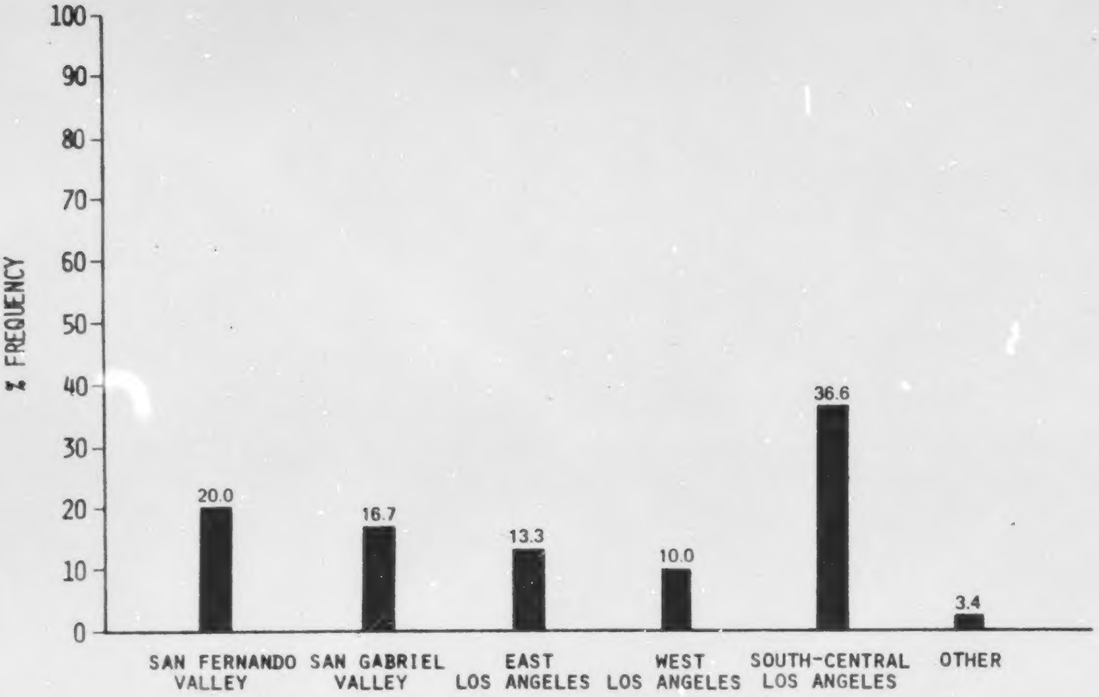


EXHIBIT II-27 LOCATION PRIOR TO ASSIGNMENT

FEMALES

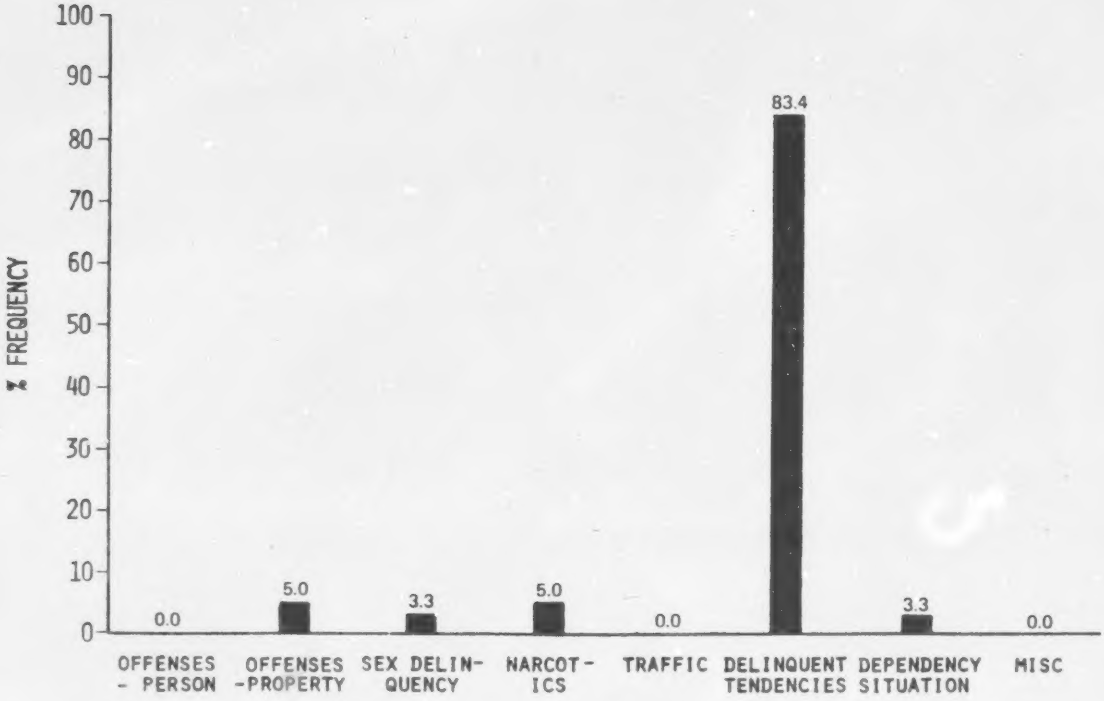
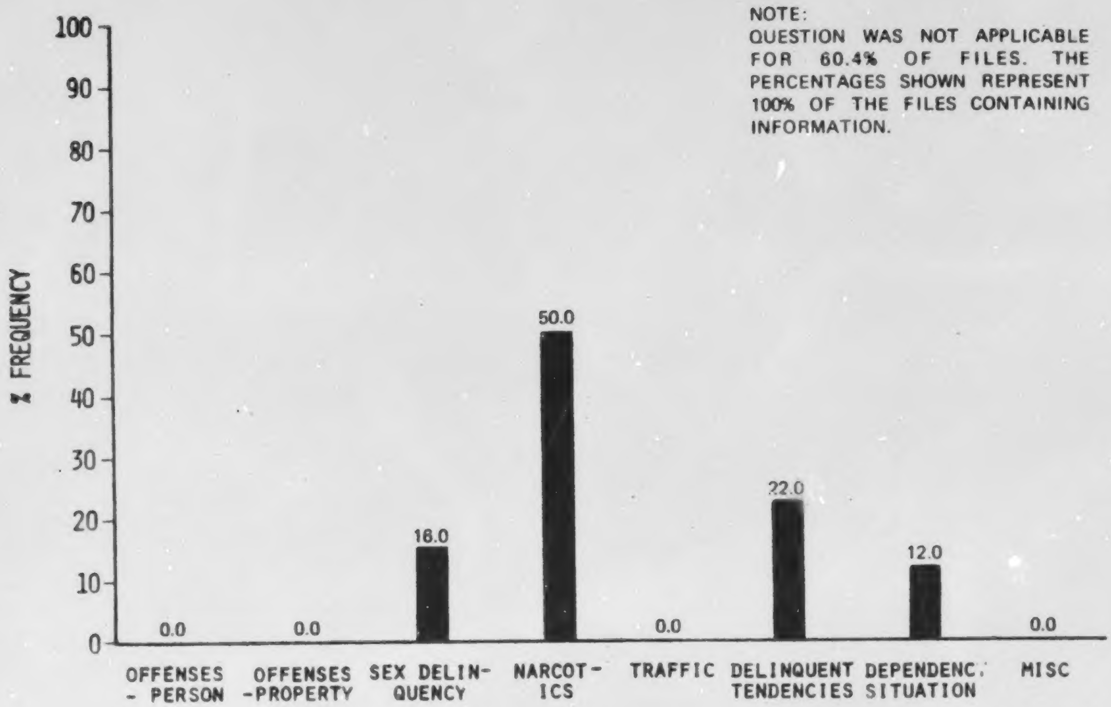


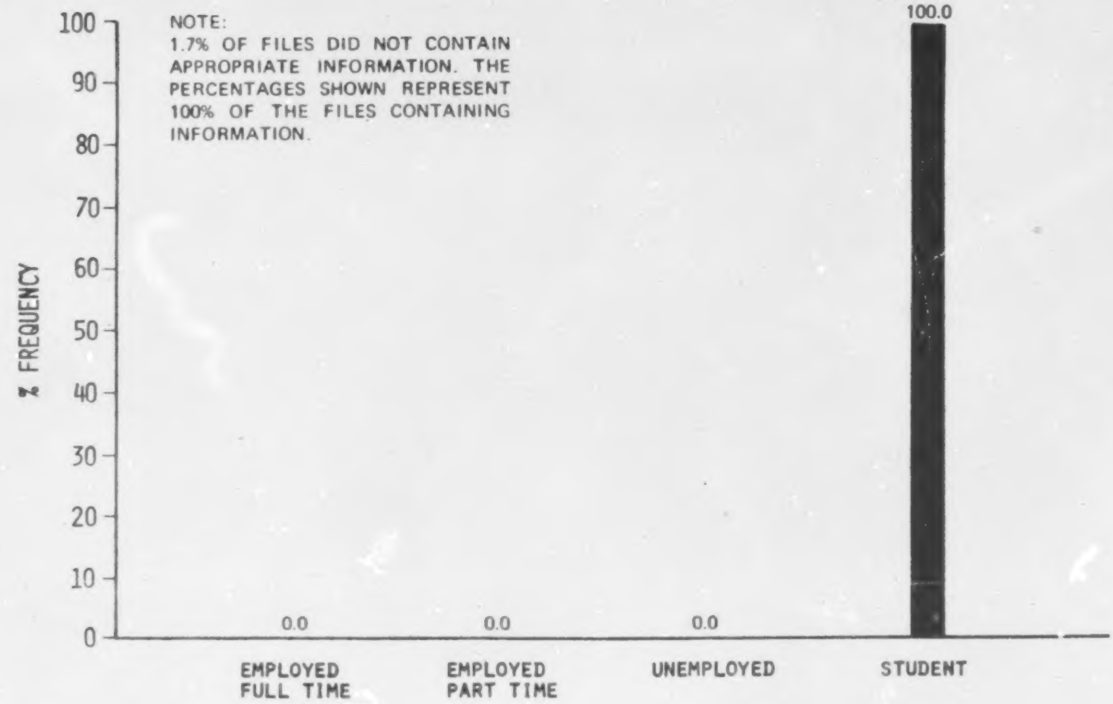
EXHIBIT II-28 PRIMARY REASON FOR MOST RECENT REFERRAL

FEMALES



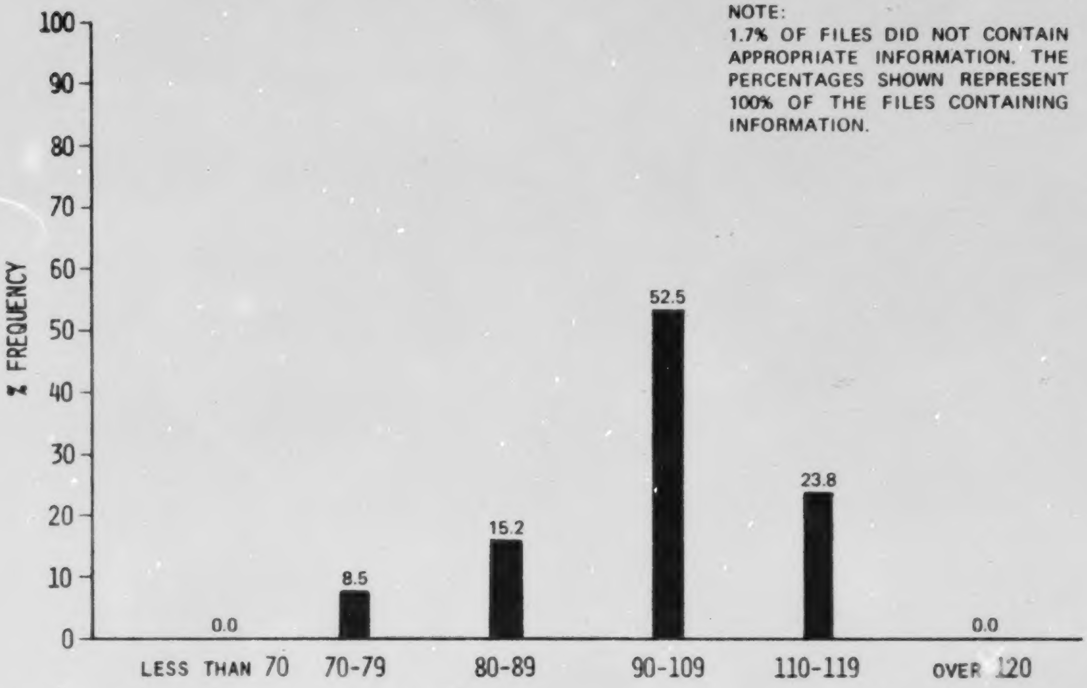
NOTE:
QUESTION WAS NOT APPLICABLE FOR 60.4% OF FILES. THE PERCENTAGES SHOWN REPRESENT 100% OF THE FILES CONTAINING INFORMATION.

EXHIBIT II-29 SECONDARY REASON FOR MOST RECENT REFERRAL
FEMALES



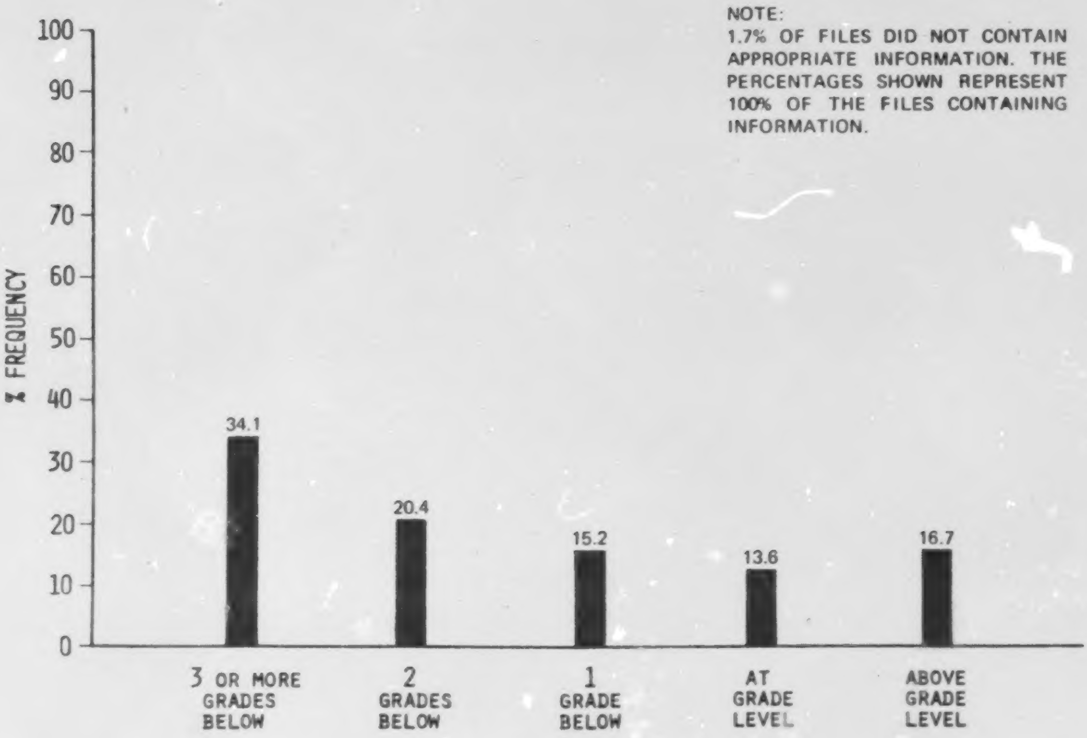
NOTE:
1.7% OF FILES DID NOT CONTAIN APPROPRIATE INFORMATION. THE PERCENTAGES SHOWN REPRESENT 100% OF THE FILES CONTAINING INFORMATION.

EXHIBIT II-30 EMPLOYMENT STATUS PRIOR TO PLACEMENT
FEMALES



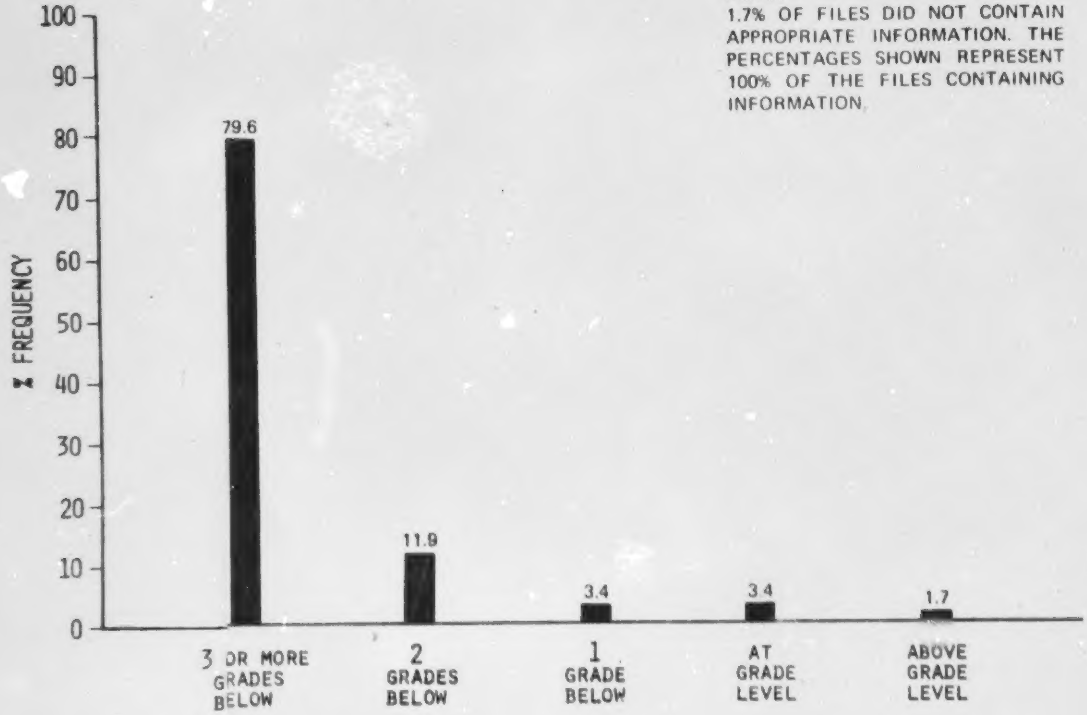
NOTE:
1.7% OF FILES DID NOT CONTAIN APPROPRIATE INFORMATION. THE PERCENTAGES SHOWN REPRESENT 100% OF THE FILES CONTAINING INFORMATION.

EXHIBIT II-31 INTELLIGENCE LEVEL – SPECIAL SCHOOLS FILES
FEMALES



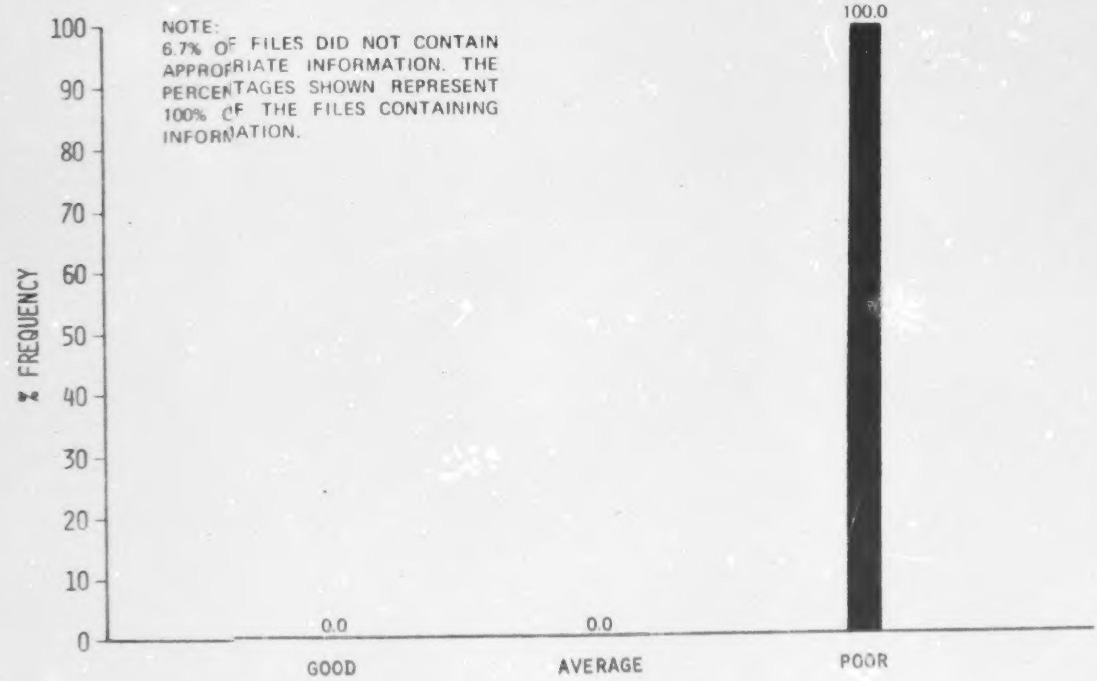
NOTE:
1.7% OF FILES DID NOT CONTAIN APPROPRIATE INFORMATION. THE PERCENTAGES SHOWN REPRESENT 100% OF THE FILES CONTAINING INFORMATION.

EXHIBIT II-32 VERBAL ACHIEVEMENT – SPECIAL SCHOOLS FILES
FEMALES



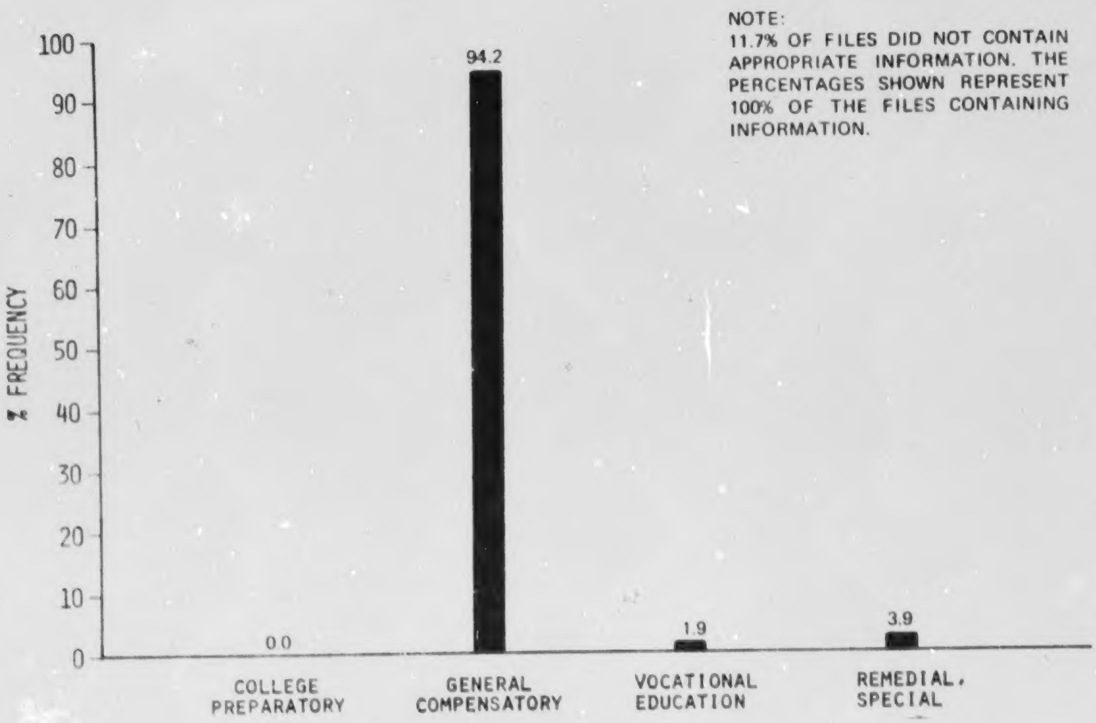
NOTE:
1.7% OF FILES DID NOT CONTAIN APPROPRIATE INFORMATION. THE PERCENTAGES SHOWN REPRESENT 100% OF THE FILES CONTAINING INFORMATION.

EXHIBIT II-33 ARITHMETIC ACHIEVEMENT – SPECIAL SCHOOLS FILES
FEMALES



NOTE:
6.7% OF FILES DID NOT CONTAIN APPROPRIATE INFORMATION. THE PERCENTAGES SHOWN REPRESENT 100% OF THE FILES CONTAINING INFORMATION.

EXHIBIT II-34 SCHOOL ATTENDANCE PRIOR TO PLACEMENT
FEMALES



NOTE:
11.7% OF FILES DID NOT CONTAIN APPROPRIATE INFORMATION. THE PERCENTAGES SHOWN REPRESENT 100% OF THE FILES CONTAINING INFORMATION.

EXHIBIT II-35 EDUCATIONAL PROGRAM PRIOR TO PLACEMENT

FEMALES

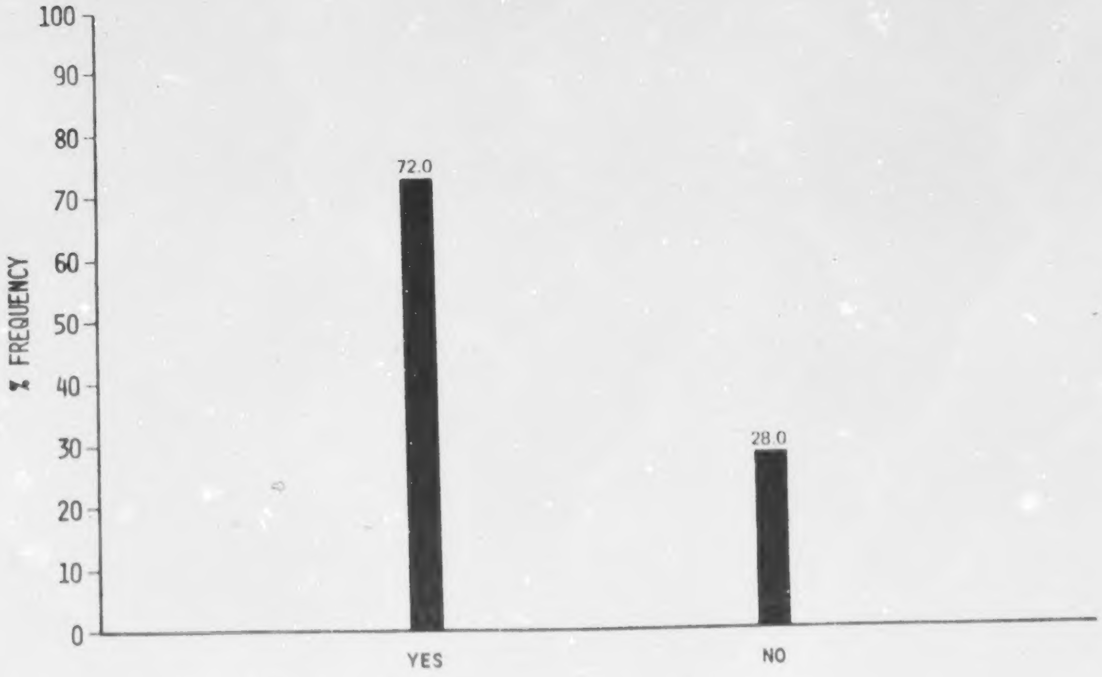


EXHIBIT II-36 VOCATIONAL TRAINING DURING PLACEMENT

FEMALES

SUMMARY OF CURRENT POPULATION

The composite profile of the male and female camp population is indicative of the typical nature of the juvenile delinquent and the differences between male and female delinquents.

Although profiles have been developed for both male recidivists and nonrecidivists, the profiles differ significantly in only three of the variables measured: age, primary and secondary reason for referral, and employment status prior to placement. As could be expected, the age distribution is lower for nonrecidivists, and a higher percentage of nonrecidivists are classified as students prior to placement. In terms of tested educational achievement and intelligence level, however, the male recidivists and nonrecidivists indicate similar patterns of deficiency. Consequently, the differentiation between recidivists and nonrecidivists insofar as educational achievement deficiencies are concerned serves no useful purpose.

A composite profile for all males indicates a racial balance which approximates 33% Caucasian, 38% black and 28% Mexican-American. Offenses against property and delinquent tendencies are the most frequent primary reasons for referral while the most frequent secondary reason (when applicable) is delinquent tendencies. The profile also indicates that approximately three-quarters of all males have verbal achievement scores three or more grades below grade level, while less than 13% are achieving at or above grade level. The deficiency in arithmetic achievement is even more pronounced. Over 86% of all males are achieving three or more grades below grade level and only 12% are at or above grade level. These statistics generally agree with national averages for juvenile delinquents.

These severe verbal and arithmetic achievement deficiencies are accompanied by a lower than average distribution of tested intelligence levels and, to some extent, may limit achievement levels. Approximately two-thirds of the males indicate intelligence quotients below 90.

Over 80% of the males are students prior to placement (usually enrolled in a general compensatory program), and nearly nine of every ten students have compiled a poor attendance record in public school.

The composite profile of the current female population indicates educational deficiencies but differs in several aspects from the male profile. The population is two-thirds Caucasian, and nearly 85% of the girls are placed at Las Palmas because of delinquent tendencies.

Deficiencies in verbal achievement are evident; 70% are below grade level, but only 34% are three or more grades below grade level. Pronounced deficiencies are indicated in arithmetic achievement scores (80% are three or more grades below grade level). The tested intelligence level distribution approximates a normal distribution, although there is some bias toward subnormal scores.

Substantially all of the females were students prior to placement (usually enrolled in a general compensatory program), and substantially all had compiled poor attendance records in public school.

PROJECTED POPULATION

The profile of projected population involves assumptions concerning several major factors:

- Changes in juvenile law
- Policies of the Juvenile Court
- Policies of the Probation Department
- Policies in funding juvenile rehabilitation
- Changes in the nature of the offender.

The projected camp population is closely tied to changes in juvenile law and to the policies of the Juvenile Court with respect to adjudication. Any major change in the juvenile law and in adjudication policies can result in a camp population unlike the present population. Similarly, revision of the policies of the Probation Department and the options available with respect to the recommended disposition of referrals could dramatically alter the camp population profile. The policies of funding juvenile rehabilitation are also a major determinant of the nature of the camp population. A change in funding policies can create alternative treatment programs for juvenile delinquents and, in effect, redefine the role of the Probation camps. For example, funding policies that encourage community-based treatment of juveniles for all but the most serious offenders may result in the camp population profile changes. Lastly, the changing nature of the juvenile offender (i.e., in terms of his type of offense, age, responsiveness to treatment, responsiveness to authority, adaptation to confinement, etc.) and changes of the society in which the juvenile develops will have a direct bearing on the projected population.

Historical Trends

Little historical data relating to juvenile offenders in the camps is currently available. The data that does exist, however, indicates that some variables have changed over time. The cause of these changes is extremely difficult, if not impossible, to isolate and, in all probability, results from a combination of changes in all of the factors discussed above. Several variables are discussed in the following paragraphs and apply only to males. This historical data was obtained from the Research and Information Systems Office of the Los Angeles County Probation Department.

The majority of camp intake continues to be made up of nonwhites, and this majority continues to grow. The proportion of both whites and Mexican-Americans is decreasing, while the black population is rapidly increasing. While the camp population in July 1971 of Caucasians, Mexican-Americans and blacks was 37.2%, 33.4% and 28.7%, respectively, the camp intake for those groups for the January to March 1973 period was 31.4%, 29.7% and 37.0%, respectively.

When comparing data in mid-1971 with data in early 1973, an increasing trend of the following sustained offenses is evident:

- Crimes against persons
- Crimes against property.

There was an 83% increase in crimes against persons during that period, whereas crimes against property indicated a 27% increase. On the other hand, the percentage of the following categories of sustained offenses indicated a decreasing trend:

- Delinquent tendencies

- Narcotics-drugs
- Liquor.

These categories registered decreases of 67%, 38% and 78%, respectively.

Total Population

The Juvenile Court's posture toward the adjudication of youthful offenders is largely responsible for the age distribution of camp wards. Historically (since 1969-70), the junior camp population as a percentage of both junior and senior camp population has ranged between 40% and 54%. There is no apparent trend, however, but the latest data indicate that the ratio has temporarily stabilized in the 40% to 45% range.

The male camp population has fluctuated widely over the last four years. The average population steadily decreased from 825 in 1969-70 to 730 in 1970-71 and 554 in 1971-72. Since late 1972, however, the population has surged higher and was 741 in May 1973. Again, the total camp population is largely determined by the adjudication policies of the Juvenile Court, the availability of alternative treatment programs, and the changing patterns of juvenile crime.

The female population at Las Palmas has remained at capacity (near 100) during the past four years. In light of the historical full-capacity operation and the fact that wards are held in Juvenile Hall until positions in Las Palmas open, it is expected that the Las Palmas population will remain near capacity. Although the population may remain constant, a planned decrease in the average length of stay is expected to increase the total number of females treated.

Summary

As discussed previously, the future population of the Probation camps is highly dependent upon actions and circumstances beyond the control of the Division of Special Schools. Consequently, projections are made with the assumption that no significant changes occur in those factors.

Projections of male and female profiles for the intermediate term are based on the current population statistics, the historical data available to the project team and field interviews with selected Probation and Special Schools personnel. In summary, it appears that significant trends will be apparent in the ethnic balance of camp intake and reason for referral. The proportion of minority ethnic groups will continue to increase, and a higher proportion of the referral offenses will be of a more serious nature (e.g., offenses against persons). There is no data to indicate, however, that the educational deficiencies of incoming wards will diminish. In the context of increasing minority population, the frequency of severe achievement deficiencies may increase. Consequently, the typical verbal and arithmetic achievement levels attained by both males and females at the time of placement are expected to remain significantly below the grade level.

III – EDUCATIONAL NEEDS, OBJECTIVES AND PRIORITIES

In the context of this project, the term "educational need" basically describes the difference between an existing condition and a desired condition. For example, the survey findings show that according to verbal achievement scores approximately 75% of all males assigned to camp read three or more levels below their grade level. The desired condition is, of course, that these students achieve near grade level or above. This difference automatically defines an educational deficiency or *need.*

Educational needs are not restricted to just those deficiencies in academic attainment. The process of learning involves not only academic development, but personal and social development as well. That is, a student must be able to understand and control his behavior (personal) and to respect the rights, property, and feelings of others (social) in order to be able to learn academic skills in a classroom setting.

In general, academic development is clearly the responsibility of the school system. The ability of a child to learn is dependent to a large extent on his personal and social development and is therefore a major component of the educational process. However the way in which a child views himself or reacts in a social setting is shaped in part by circumstances external to the classroom. If it is accepted that much of a child's early personal and social development is influenced by his family, peers, and the community in which he lives, the role of the school becomes one of counteracting negative influences and reinforcing positive influences.

In the student population of detention facilities, the relationships between these three categories of needs become even more pronounced than in a regular school system. It is neither reasonable nor possible to completely separate these needs, particularly in terms of responsibility. It is not logical to accept that academic development is the sole responsibility of the teachers, while behavior, social, and personal development is the sole concern of the Probation counselor.

This section initially presents conclusions related to the common *academic* needs, based on the student population profile discussed in Part B, Section II. The relative importance of these academic needs is reflected statistically, based on the responses of the Special Schools and Probation staffs.

Subsequent discussions involve all three categories of needs translated into statements of objectives. Priority ranking of these objectives was based on the ratings assigned to these objectives by the Special Schools, Probation staff, Juvenile Court and public school personnel.

COMMON NEEDS OF THE MAJORITY OF STUDENTS

As shown in Part B, Section II, a significant sampling of the individual files of the camp school population demonstrates that, academically, students, for the most part are three or more levels behind their grade level in basic skills. Attendance in community school is poor, and there is a high incidence of disruption and classroom behavioral problems. Most of those who had dropped out of school were unemployed and, for the most part, unemployable.

Basic Skills

The lack of basic reading and math skills, particularly reading, is undoubtedly the single most critical factor contributing to academic failures. The typical camp resident (both male and female) has severe basic skills deficiencies. Student interviews revealed that many students in the camps as well as released students recognize the need to learn to read and were relatively enthusiastic about remedial reading and remedial math programs. Both the teaching and Probation staffs agreed that reading skills were critical and that lack of these skills had a substantial impact not only on other subjects (math, history, auto mechanics, etc.) but on the students' behavioral patterns. It was concluded, therefore, that remedial instruction in the basic skills, particularly reading, constituted the highest level academic need common to the majority of the student population.

Prevocational Training

Second only to basic skills is the need for prevocational training (or vocational *guidance*). Prevocational training is one aspect in the realm of vocational education and refers to the initial introduction and preparation of students for the job market. Prevocational training might include learning to complete job applications, applying for a Social Security card, learning about the job market and the requisite educational requirements for various jobs, and assessing personal strengths related to job opportunities. Students, particularly released students who were facing or would shortly be facing the job market, were generally desirous of vocational guidance and were frequently critical of classes or activities which did not "help them get a job." Many of the Probation and Schools staff indicated that vocational guidance is especially important in helping a student recognize employment options and choose alternatives once he is released even if a student does not have readily marketable job skills. It was concluded, therefore that prevocational training is an intense need common to the majority of the student population.

High School Diploma

It is recognized that not all students at intake are capable of completing high school with their present educational deficits. Their needs are best served if remedial education is emphasized so that upon release they are better able to handle grade level work and successfully compete with their peers.

However, because of the substantial portion of the camp population who return to public school or desire a high school education, there is a need to maintain programs which best prepare students for successful completion of high school and, at the same time, satisfy high school graduation requirements. Students readily recognized their need for at least a general education and many expressed a desire to complete high school. High school success can help to accomplish other goals beyond a high school diploma. Success in school can be an important factor in the successful integration of the student with his community. Consequently, it was concluded that there is a readily identifiable need for providing programs which will lead to a high school diploma.

OTHER NEW OR EXPANDED PROGRAMS

Analyses of all available data indicated other student needs common to selected groups of students. For example, vocational training may be needed by senior boys who will not return to public school upon release. The following paragraphs discuss these needs.

Drivers Education

Drivers education and training has been generally well received by the students not only by virtue of its intrinsic interest but also by its practical need upon release. Released students will eventually need to provide for their own transportation and, in addition, jobs may require the possession of a driver's license. Thus, there is a general need of the general camp population (in the appropriate age range) for completing requirements for a Driver Education Certificate and satisfying the Driver Education requirements as set forth by the State of California.

Vocational Training

Students who return to their community after camp incarceration and who drop out or do not return to school recognize their need for employable job skills. Many of the students, Probation staff and Schools staff believe that the camp could and should satisfy this need. However, other staff members have indicated that reaching this goal is not feasible in light of the relatively short period of assignment at camp and the competitive job market. It was concluded that there is a strong need for many students (generally those "senior" students who will not return to school or will not likely finish high school) to learn a marketable job skill and receive appropriate assistance in seeking a job and/or further vocational training. This need does *not* preclude the need for extensive prevocational guidance discussed previously.

Health Education

Data revealed a high incidence of narcotics/drugs violations. Data also revealed the majority of youths come from families whose parents are divorced or separated (or whose status is other than "married"). Almost half of the youths come from families with four or more siblings (5 or more children). Consequently, there is a strong need for "health" education in the areas of drug abuse, sex education and family life by the majority of youths in the camps. Because of the high incidence of venereal disease in the community, this course of study should include facts concerning the nature and prevention of venereal disease.

OBJECTIVES AND PRIORITIES

As discussed in Part A, Section II, a set of objectives relating to academic, personal, and social development was developed. Priority ranking of these objectives is based on the ratings assigned to these objectives by Special Schools, Probation, Juvenile Court and public school personnel.

Final Priorities

The final priorities for the set of academic development objectives the set of personal development objectives, and the set of objectives associated with social development are presented in Exhibits III-1, III-2 and III-3, respectively. It should be noted from Exhibit III-1 that the objective specifying accurate listening, note-taking and following oral directions received the highest priority coefficient (7.04) and the highest rank (1), while the lowest ranked objective (16) in this table specified enjoyment of art and music.

The highest ranked objective among the personal development set is shown in Exhibit III-2 to prescribe resistance to undesirable peer influence, while the lowest priority objective (14) merely states that "Each student will make and keep friends."

Among the social development set, some objectives received the same priority rank. For example, in Exhibit III-3, the objective stating that students should be willing to settle differences by means of compromise and the objective specifying that students should control their impulsive behavior were both given a priority rank of 2.5 rather than 2.0. This procedure was followed because the priority coefficients for these objectives were equivalent (7.40) indicating that they were comparably endorsed by those who rated them. Inspection of the priority coefficients in these three exhibits indicates that the difference between the highest and lowest ranked objective is less than 1.00, suggesting that virtually all of the objectives were highly endorsed by those who rated them. An average priority coefficient has also been derived for each of the three sets of objectives. This coefficient is the arithmetic mean of the priorities of all the objectives in a set, and may be used to compare the relative priority of the academic, personal, and social development sets.

The average priority coefficient for the set of objectives associated with social development was higher than that for the set of personal development objectives, and this in turn was higher than the coefficient for the academic development set. Again, these differences are suggestive of a trend, but certainly are not so great as to indicate dramatic differences in priority. Further analysis indicated this trend is more appropriately interpreted as a result of divergent viewpoints between the groups of respondents regarding the importance of the objectives. In the present analysis, any effect due to divergent views was minimized by taking the group scores for Probation and Special Schools personnel and computing their average.

Summary

Taken together, the final priority ranks suggest that all objectives are essentially equivalent in the degree to which they describe overall unmet student needs. These priority rankings are *not* necessarily appropriate in the assessment of the needs of individual students. Thus, the development of educational and rehabilitational treatment programs should consequently reflect a broadened emphasis on these objectives, but only within the framework of individualized student programs. That is, while the 45 objectives describe a broad range of high priority student needs for the population of camp youths, individual students will necessarily vary in the kind and scope of unmet needs. Certain objectives will, therefore, be very relevant to their unique situation while others will be largely irrelevant. Staff judgments regarding the appropriateness of specific objectives for individual students, and the subsequent development of student treatment programs emphasizing those objectives is more extensively discussed in Part C of this report.

Exhibit III-1

PRIORITIES FOR OBJECTIVES: ACADEMIC DEVELOPMENT

Objective	Priority rank	Priority coefficient
Each student will listen accurately, take good notes and follow oral directions.	1	7.04
Each student will be able to think logically and recognize unstated assumptions or unwarranted conclusions.	2	7.03
Each student will read rapidly and with comprehension.	3	7.02
Each student will like school.	4	6.96
Each student will know fundamental skills of mathematics and their daily applications.	5	6.90
Each student will write clear, well-organized letters, essays, etc.	6	6.85
Each student will regard mathematics as useful and interesting.	7	6.82
Each student will know basic concepts of science, history, and other academic subjects.	8	6.80
Each student will read for pleasure.	9	6.78
Each student will express himself easily and clearly in conversations and class discussions.	10	6.77
Each student will understand quantitative concepts in mathematics and science.	11	6.55
Each student will study at least one subject because he likes it, not merely because it is required.	12	6.54
Each student will enjoy intellectual discussions.	13	6.50
Each student will be able to translate colloquial expressions into standard American English.	14	6.42
Each student will understand basic concepts in art and music.	15	6.23
Each student will enjoy art and music.	16	6.10

Exhibit III-2

PRIORITIES FOR OBJECTIVES: PERSONAL DEVELOPMENT

Objective	Priority rank	Priority coefficient
Each student will resist peer pressure to do things that are potentially harmful to himself or others.	1	7.39
Each student will feel self-confident and believe that he is able to learn and solve problems if he tries.	2	7.15
Each student will have good work habits, be prompt, and will not waste time.	3	7.11
Each student will take care of his own belongings and the property of others.	4	7.10
Each student will know how to manage his money well; how to save, budget and shop skillfully.	5	7.07
Each student will show persistence at study, at work, and at problem solving.	6	7.06
Each student will take pride in his work.	7	6.99
Each student will use his time well, make a schedule and stick to it.	8	6.91
Each student will investigate a variety of occupations to the end of finding a suitable occupation for himself.	9	6.87
Each student will seek help from others when he needs it.	10	6.85
Each student will feel that people who are important to him like him.	11	6.77
Each student will engage in a variety of hobbies and other activities he enjoys doing.	12	6.64
Each student will attend to his own health and grooming.	13	6.56
Each student will make and keep friends.	14	6.54

Exhibit III-3

PRIORITIES FOR OBJECTIVES: SOCIAL DEVELOPMENT

Objective	Priority rank	Priority coefficient
Each student will be honest.	1	7.61
Each student will be willing and able to settle differences with others by means of discussion and compromise rather than force and violence.	2.5	7.40
Each student will control his impulsive behavior.	2.5	7.40
Each student will consider in advance the consequences of his behavior.	4	7.28
Each student will show consideration for the feelings of others.	5	7.20
Each student will obey laws, school rules and regulations.	6	7.19
Each student will show tolerance of others, their appearance and their beliefs.	7	7.18
Each student will take an active part in improving his neighborhood and community.	8.5	6.93
Each student will look out for his interests without being unduly offensive.	8.5	6.93
Each student will accept advice and directions from superordinates.	10	6.91
Each student will help and protect people who are weaker than himself.	11	6.88
Each student will feel that this country is his country and have a sense of pride in its history.	12.5	6.86
Each student will be able to verbalize a set of moral and ethical principles which he uses as a guide to his own behavior.	12.5	6.86
Each student will work cooperatively with his peers on projects that require group effort.	14	6.84
Each student will be knowledgeable about community affairs at the local, national, and international levels.	15	6.69

IV – ASSESSMENT OF EXISTING PROGRAMS

As discussed in the previous section, the project team examined student needs in the context that "need" is a description of the difference between an existing condition and a desired condition. The assessment of existing programs must be based upon the demonstrated ability (or inability) of the camp school programs to close the gap between the existing and desired condition for each student. Specifically, the assessment of existing programs should be in terms of accomplishing written, documented, measurable program objectives. In general, such objectives for the Division of Special Schools programs and the necessary supportive data do not exist. Hence the project team has examined the responsiveness of the educational programs in terms of

- program relevancy
- student history after release
- administration of educational programs.

The dynamic nature of the system must be emphasized. Programs undergo constant revision and can change from day to day. Thus, program assessment is made in terms of programs existing at the time of data collection.

SUMMARY OF CAMP PROGRAMS

Schools within the camp system may be differentiated according to numerous variables. Data gathered from each camp school and the Probation Department concerning the following list of variables provide a summarized profile of each camp school:

- Average population 1970-1972
- New admissions 1970-1972
- Population May 29, 1973
- Number of diplomas awarded

- Number of certificates of completion awarded for vocational training
- Employment of students awarded certificates of completion
- Courses offered.

Exhibit IV-1 summarizes population, diploma and vocational training data.

Because of recent changes in the nature of the educational programs offered, two camp schools did not indicate enrollment for the full two-year period. In response to questions concerning population data, Camp Miller reported only those students enrolled in the program as of the date of the Management Summary Sheet. Camp Scudder reported enrollment data which covered the period from July 1, 1972 to December 31, 1972.

A total of 89 senior high school diplomas were awarded by all camps during the last two years. Of this total, Las Palmas accounted for 33 diplomas or 37% of all diplomas awarded. (Las Palmas represents 15-20% of the camp system population.)

Column 5 in Exhibit IV-1 indicates the number of certificates for vocational training awarded for the specified vocational training subject areas during the last two years. The responses do not include vocationally oriented subject areas where certificates of completion are not awarded, however. For example, Las Palmas offers a course in business education (typing, PBX, etc.) but does not award vocational certificates. Approximately 50% of those students who received a certificate of completion secured employment upon release. This information is of limited usefulness, because it is an indication of the employment rate according to the best knowledge of camp school personnel.

Exhibit IV-2 indicates the courses that have been offered during the last school year according to camp school personnel and central administration. It should be noted, however, that the camp school programs are constantly being revised. Not all the courses indicated are currently offered. In addition, some of the courses (as noted on the exhibits) are not offered on a regular basis but rather on an individual basis, according to student needs.

Exhibit IV-1

CAMP SUMMARIES

	1	2	3	4		5	6	7
Name of camp school	Average population 1970-1972	New admissions 1970-1972	Population 5-29-73	Number of diplomas in last two years		Number of certificates of completion for vocational training in last two years	Vocational training subject area	Number of students with certificates of completion who secured employment
				Junior high	Senior high			
Afflerbaugh	79.9	437	80	0	23	48 70	Auto mechanics Welding	64
Paige	67.5	363	81	0	0	0	–	–
Gonzales	48.6	368	74	0	7	0	–	Unknown
Kilpatrick	70.7	400–500	90	0	0	0	–	–
Miller****	55	55	92	0	8	2	Drafting	1
Rockey	61.5	318	91	0	2	40	Food Service	10
Scott	58.1	314	72	0	0	0	–	–
Scudder*	48	192	76	0	0	0	–	–
Fenner	56.1	388	85	0	6***	7 4 5** 3 5	Automotive Culinary arts Woodcraft Welding Woodcraft	20
Las Palmas	100.3	526	98	0	33	0	–	–

* Data for last six months (July 1 – December 31, 1972)

** Data for period from June 15, 1972 to December 15, 1972

*** From March 18, 1971 to December 15, 1972 only (in addition, 14 have passed GED test during this period)

**** Data as of January 1973

Exhibit IV-2

COURSES OFFERED

COURSES OFFERED																		BASIC SKILLS - REMEDIAL																																
CAMP SCHOOL	ENGLISH	ENGLISH LITERATURE	HS(ADVANCED) MATH	GENERAL BASIC MATH	ALGEBRA	GEOMETRY	TRIGONOMETRY	GENERAL SCIENCE	BIOLOGY	OTHER SCIENCE	US/CAL GOVERNMENT	US HISTORY	WORLD HISTORY	OTHER HISTORY	GEOGRAPHY	SOCIAL STUDIES/SCIENCE	READING	MATH, ARITHMETIC	ENGLISH	UNSPECIFIED BASIC SKILLS	PHYSICAL ED.	HEALTH ED. FIRST AID	DRIVERS' ED - TRAINING	CAREER VOCATIONAL GUIDANCE, VOC. ED.	WORK EXPERIENCE	ARTS AND CRAFTS	ART	MUSIC APPRECIATION	WOOD SHOP	METAL SHOP, GENERAL	AUTOMOTIVE, GENERAL	WELDING	VOCATIONAL TRAILER/SHOP	DRAFTING	MECHANICS	FORK LIFT	UPHOLSTERY	GARDENING	GED -HS EQUIVALENT	FRENCH	SPANISH	CALIF HISTORY	ELECTRONICS AND SMALL APPLIANCE REPAIR	CULINARY ARTS	COMMUNICATION SKILLS	ENGLISH - PLAY PROD.	HOMEMAKING	CHORUS	BUSINESS ED (TYPING, ETC)	BODY AND FENDER REPAIR
AFFLERBAUGH	●	●		●				●			●	●	●			●	●	●	●		●		●	●		●	●		●	●	●	●		●																●
PAIGE	●	●		●				●				●	●		●	●	●	●	●		●		●			●			●	●				●																
GONZALES	●		●	●		●		●	●	●		●	●		●	●	●	●			●	●	●			●			●																					
KILPATRICK	●			●				●								●	●	●	●		●		●	●					●	●	●												●							
MILLER	●		●	●							●	●								●			●	●										●	●				●											
ROCKEY	●			●				●				●	●							●			●	●					●																					
SCOTT	●	●		●				●		●							●	●	●		●	●	●	●	●	●								●				●												
SCUDDER	●			●	●	●		●							●	●	●	●	●	●	●		●	●		●																								
FENNER*		●		●**	●	●	●	●			●	●				●	●		●								●		●		●	●				●	●		●	●	●	●	●	●	●					
LAS PALMAS		●	●	●	●				●	●	●	●	●		●	●	●	●	●		●		●	●			●	●												●	●	●		●		●	●	●	●	

*MANY OF THESE COURSES ARE NOT CONDUCTED ON A REGULAR BASIS, BUT ARE OFFERED ON AN INDIVIDUAL BASIS, ACCORDING TO STUDENT NEED.

**INCLUDES MATH FOR LIFE, MATH FOR WORK, AND MATH FOR ELECTRONICS.

RELEVANCY OF EDUCATIONAL PROGRAMS

The Special Schools staff, Probation staff and camp students were probed during interviews concerning the relevancy of the camp school educational programs. The responses of the Special Schools and Probation staff were expressed in terms of each respondent's perception of student needs. Student responses, however, generally related to the individual needs of the respondent.

Assessment by Special Schools and Probation Staff

Interview questions concerning program relevancy were directed at both Special Schools and Probation personnel. Some of the questions asked of each group were identical to provide for comparability between the two groups; other questions were not identical but were phrased to highlight either the Probation or Special Schools perspective on a particular issue. The following paragraphs summarize the findings concerning selected issues relating to program relevancy.

1. Alternative Programs

Over 21% of the Schools staff indicated that they believed it would be better if the school were doing something else. Three-quarters of that set of staff members indicated that the current programs were not appropriate and needed revision such as increased remedial education, stronger emphasis on vocational education and job training, and increased emphasis on behavior modification and student counseling. In response to the same question, 57% of the Probation staff indicated that it would be better if the school were doing something else. The most frequent criticism was that there is insufficient remedial education and/or prevocational or vocational training.

2. Responsiveness to Programs

The Special Schools and Probation staff reported that they believed the educational programs at their camp schools were:

	Special Schools	Probation
Generally responsive to student needs	37%	20%
Somewhat responsive, somewhat irrelevant	52%	60%
Not responsive, irrelevant	11%	20%

As shown above, approximately one-third of the Special Schools staff and one-fifth of the Probation staff believe the current programs are generally responsive to student needs. Consequently, a large majority of each staff believes the current programs are somewhat or substantially irrelevant.

3. *Student Reception of Educational Programs*

Both the Schools and Probation staffs agreed that students are most receptive to educational programs that relate to practical training (e.g., vocational and prevocational training, manual skills and practical training that will be utilized immediately upon the youths' release) and programs that relate to remedial/basic skills (both reading and math programs). Approximately 25% of the Probation staff and 32% of the Schools staff thought that students are most receptive to basic skills and remedial programs. On the other hand, 51% of the Probation staff and 30% of the Schools staff believed that students are most receptive to vocational/prevocational and "manual skills-oriented" programs.

There is substantial agreement among both staffs concerning the programs to which students are least receptive. "Academic" and abstract subjects or programs which have no immediate, practical application rank first in the "least receptive" category, with 51% of the Schools staff and 29% of the Probation staff responding in that manner. English (not remedial) was the second most frequently mentioned program by both groups. Other frequently mentioned programs include history and social studies, math (not remedial), and programs that use traditional teaching techniques (e.g., lecturing).

4. *Program Improvements*

In response to a question concerning program improvement, over one-third of the Probation staff indicated that the most important improvements that could be effected relate directly to the relevance of the educational programs. Examples of this type of response include increased emphasis on basic skills, increased vocational/prevocational education and increased emphasis on remedial education.

5. Educational Needs

Both the Schools and Probation staffs strongly indicated that the most significant educational need common to the majority of students was basic skills (remedial reading and math). This strong response (86% of the Schools staff and 79% of the Probation staff) indicated a needed emphasis on basic skills and remedial education, which does not currently exist.

Assessment by Students

Students who were in camp at the time of interview and students who had been released within the six months prior to the date of interview were asked identical questions concerning the relevance of the educational programs at the camps. The responses of the released students are particularly pertinent, because they were generally better able to determine their needs since they were currently enrolled in public school and/or seeking employment. The following paragraphs discuss the findings concerning selected issues relating to program relevancy.

1. Preferred Conditions at Camp

Students were presented with four alternative conditions during their residence in camp and asked to choose the preferred alternative. The responses of all youths interviewed are summarized as follows:

(a)	To be assigned to work programs all day without having to attend class	19%
(b)	To attend class all day without having to work	15%
(c)	To both work part-time and attend school part-time	62%
(d)	To remain in camp without working and without having to attend class	4%

Thus, only 23% of the students chose alternatives which do not have a classroom educational component. The highest portion of those youths who chose alternative (a) were male recidivists and male dropouts (who are most often in the 16-18 age group). The highest portion of those youths who chose alternative (b) were female youths.

2. *Value of Educational Programs*

Only one-third of all youths thought that the camp schools were of no value to them. Although the response among all males was similar (approximately 38% thought they were of no value), the females indicated strongly (96% vs. 4%) that their camp school classes were of value. It should be noted that these replies were in response to a question concerning all camp school classes, not specific classes. That is, if 90% of the respondents indicate that their classes were of value, it does not necessarily mean that 90% believed that *all* of their classes were of value.

3. *Most Useful Classes*

Both male and female youths who had been released indicated that the two most useful classes attended at camp school were reading and math. Math was mentioned 22% of the time and reading and/or English, 18%. The next most useful class indicated by the males was shop and arts and crafts, while science was the next most useful class for females.

When asked to explain why the class or classes specified were the most useful, the most frequent reply was that that subject was the one in which the youth "learned the most" or otherwise improved skills. Other frequent responses included "good, helpful teacher," "subject helpful to get job," and "subject most needed improvement in."

4. *Least Useful Classes*

The general responses of females and males to a question concerning least useful classes were different. The males indicated that the following classes were least useful (in descending frequency of response):

- English (nonremedial)
- History/social studies
- Math (nonremedial)

- Shop, arts and crafts
- Science.

English was cited 16% of the time, while science was mentioned 10% of the time.

Homemaking, physical education, and art were mentioned most frequently by females as the least useful classes. However, nearly one-fifth of the respondents indicated that all of the classes were useful and that they were not able to select a least useful class.

It is apparent that some of the classes mentioned as least useful were also cited as most useful. This pattern of response may be interpreted in two ways. First, the classes for one particular subject area may be evaluated differently from one camp to another because of teacher personality, method of presentation, subject matter, etc. Second, the apparently conflicting responses could be an indication that students have been improperly assigned to classes such that a particular class may be addressed to the needs of one student but irrelevant to another.

The reasons cited for selecting the least useful classes were similar for the males and females. The following comments were noted (with the most frequently mentioned reason indicated first):

- Class was "boring," "monotonous" and/or "repetitive"
- Class was "useless" and had "no practical value"
- The teacher did not teach and/or help students
- Student did not learn.

5. *Most Useful Work Experience*

Although one-quarter of the males indicated that "none" of their work experiences were useful, approximately one-third of the males mentioned some of the outdoor work (e.g., landscaping, gardening, and fire suppression) offered at selected camps within the camp system as the most useful work experience. The other work experiences frequently mentioned as most useful included kitchen work and general maintenance activities. The most frequent reason cited was that the work experience helped or would help in getting a job.

One-third of the females indicated that office work (as an office helper) was the most useful work experience. Kitchen work and cleaning work in the cottages were also mentioned frequently. The overwhelming reason cited for selecting the most useful work experience was that the work would be helpful in securing a job.

6. *Least Useful Work Experience*

Released males indicated that the following work experiences were least useful:

Dorm crew	25%
Kitchen work	17%
Gardening	15%
Road work	6%

The reasons cited were varied but included "didn't learn anything," "useless," and "didn't help get a job."

Almost all females indicated that they did not have any work experience or that they could not identify any work experience as least useful. Of that small portion of the females who did specify a least useful work experience (20%), most indicated that the work such as cleaning the cottages was unproductive and had no value or that the work was not necessary (e.g., cleaning the cottages was not necessary twice a day).

7. *Free Time*

Over 50% of all youths interviewed indicated that they would like to use their free time differently. When asked how they would like to spend their free time, the male respondents cited the following changes (the most frequently mentioned change shown first):

- More athletics and outside activities
- More television
- More time to talk with friends.

On the other hand, over half the female respondents indicated that they would like more field trips and time "outdoors." The next most frequent response was for more sports and recreational activities.

8. *School Activities Not Available*

Students were asked what school activity or class they would have liked to have but was not available. A generalized response to this question can be misleading, because many of the activities mentioned are offered in the camp schools, but the respondent may not have been scheduled or allowed to participate in that activity; or the activity may not have been available at the camp where the respondent resided. For example, the activity most frequently mentioned (13% of the time) by the males was auto mechanics. (Only one of the male camps has an auto shop program.) The second most frequently mentioned (13% of the time) was shop/arts/crafts and third, driver training (9% of the time). Other activities mentioned, but not as frequently, included outdoor work, smoking privileges, and ethnic studies. Approximately one-third of the released males indicated that they did not desire any additional activities.

The released girls indicated that office work and business courses (e.g., shorthand, bookkeeping, business machines, etc.) were activities most desired but not available. Other activities mentioned included driver training, physical education and arts and crafts. Over 27% of the respondents indicated that they had no desire for additional activities.

9. *Improvements in Camps*

Approximately one-third of all males and females indicated that there was nothing that would have made their attendance in camp more worthwhile. Of the males who offered suggestions, about half of the suggestions related directly to the quality of the educational program. These suggestions are as follows (presented in descending order of frequency mentioned):

- Better or more teachers
- Prevocational or vocational training
- Better or more educational programs
- Better materials and facilities
- More field trips
- Availability of music classes.

The second most frequently mentioned improvement concerned changes in the social activities in the camp. Over 15% of the male respondents suggested such changes as coed classes, female teachers, more family visits, and longer furloughs. Other miscellaneous improvements included freedom to smoke, higher wages for work performed, more television time and more "freedom."

The response of the females was varied. Approximately one-third of the girls who offered suggestions mentioned that more prevocational/vocational training (i.e., cosmetology, business machines, etc.) should be available.

10. Helpful Classes after Release

The males who returned to public school indicated strongly that the math and reading classes at camp were the most helpful when returning to public school. The following tabulation indicates the responses:

Class	% responding
None	29%
Math	20%
Reading	16%
English	15%
History/social studies	9%
Shop/vocational training	6%
Other	5%

The males were also asked what classes were not helpful. Their responses are as follows:

Class	% responding
All classes	43%
Math	22%
None (all classes helpful)	12%
History/social studies	10%
English	8%
Shop	5%

The response of released females concerning helpful classes was similar in that math and English were highly ranked. The females' responses to this question were as follows:

Class	% responding
Math	31%
English	17%
All	10%
Science/biology	10%
Other	32%

The females' responses to those classes which were not helpful are as follows:

Class	% responding
None (all helpful)	38%
Physical education	24%
Home economics	10%
Ballet	10%
Other	18%

Summary

When relevance of the camp school educational programs is discussed in terms of generalized student needs, Special Schools staff, Probation staff and students express the belief that remedial reading and math are the two most pressing educational needs of the camp population. Students generally recognized a need for basic reading and math skills and indicated that the camp school reading and math classes (basic skills) were the most helpful to them upon their return to the community. Prevocational and vocational skills taught in classes and programs such as the World of Work and auto mechanics were also singled out as programs addressed to student needs. Students frequently indicated that the reason they liked a class or thought the class was helpful was because it "helped them get a job" or would otherwise help in completing school.

So-called "academic" classes were generally deemed least useful by the students. The Schools and Probation staffs indicated that, for the most part, students are not receptive to "academic" courses such as English (nonremedial), history, social studies and math (nonremedial).

While the majority of the Schools and Probation staff believe that the current camp school programs are somewhat or substantially irrelevant in meeting generalized student needs, the findings suggest that an additional problem exists in adequately dealing with *individual* student needs. That is, there is data which suggests that students are not always placed in existing programs which are addressed to individual needs.

STUDENT HISTORY AFTER RELEASE

Upon release from the Probation camps, all males are placed under the intensive supervision of a Deputy Probation Officer and assigned to one of seven Probation Aftercare offices in the County (one each in El Monte, Inglewood, Montebello, Norwalk and Van Nuys and two in Los Angeles). The normal period of aftercare treatment has historically been four to six months. A post-release program analogous to intensive aftercare is operated independently by Las Palmas for female delinquents. In addition, a small number of girls are allowed to attend school at Las Palmas but reside off-campus.

Activities after release were determined by extensive student interviewing at aftercare offices of five different subpopulations of both males and females who were released less than six months from the date of interview:

- Recidivists who were currently enrolled in school
- Nonrecidivists who were currently enrolled in school
- Recidivists and nonrecidivists who enrolled in school after release and subsequently dropped out
- Recidivists and nonrecidivists who never returned to school after camp release.

Because of the small sample of females in each of the subpopulations (approximately six in each category), data are summarized for all females. Because the female interviewees were selected according to their classification in the above subpopulations and not selected randomly from the entire population, the data may not be representative of the entire female population.

Interview Data – Males

A substantial portion of all males enrolled in school at the date of interview had experienced difficulties in returning to public school. Approximately one-half of the recidivists in school, one-half of the dropouts, and one-quarter of the nonrecidivists indicated difficulties. The most frequent responses of the males related to the fact that the return to school was delayed (late transcript, "red tape," etc.), that regular school was different and/or more difficult than camp school and that difficulties were encountered with public school officials.

Approximately 55% of the males (with few differences among recidivists, nonrecidivists and dropouts) indicated that public school personnel did *not* try to make the youths' return easier. Youths indicated several major changes that could have been made to make the return to public school less difficult. These changes included the following:

- Public school should be better informed as to background and/or needs.
- Delays should be avoided in readmission.
- Camp schools should be improved.
- Provision should be made for more help from officials at public school entry.

A majority of the dropouts (64%) and those who never returned to school (63%) indicated that they had plans to go back to school. In addition, 70% of the dropouts and 58% of the second group indicated that they expected to attend some kind of educational or training program sometime in the future.

A high percentage of male nonstudents were unemployed. Nearly three-quarters of the dropouts and 65% of those who did not return to school were unemployed. Of those dropouts who were employed, 73% had unskilled labor jobs, while 50% of the youths who never returned to school held semiskilled labor jobs or practiced a trade. An overwhelming majority (88%) of the dropouts indicated that they would *not* like to make a career out of their present jobs. Approximately one-third of those youths who never returned to school indicated that they would like their present job as a career. The career goals of employed males who were dissatisfied with their present jobs were varied but generally skilled or semiskilled jobs were indicated (e.g., airplane mechanic, armed forces, telephone repairman, welder, auto mechanic, etc.).

Almost all of those not currently working desired employment. Over 95% of the youths who did not return to school and 100% of the dropouts indicated that they wanted a job. When asked what kind of job they wanted. over 50% of both groups responded "anything." The next most frequent response was in terms of semiskilled labor or "a trade."

The response to a question concerning what the school system could have done to make it easier to secure an acceptable job was varied. A high percentage (39%) of the youths who never returned to school indicated that the system should teach a trade and/or provide vocational guidance and training. One-third of this group indicated that the school system could do nothing more. Approximately 40% of the respondents in the dropout category indicated that the school system should provide vocational guidance, help students in securing jobs, and/or teach a trade. Over one-fifth of the respondents in this group indicated that the school system could do no more than it is currently doing.

Interview Data – Females

Almost 50% of the females interviewed indicated difficulties in returning to public school. The responses of those with difficulties were varied but primarily related to feelings of rejection or to problems adjusting to public school after release from Las Palmas.

Approximately one-third of the females said that the public school staff did *not* help to make their return to public school easier. Almost half of the respondents indicated that nothing or virtually nothing more could be done to make their return easier. The suggestions for improvements were varied but included the following:

- More individual help in class
- A "transition" period between Las Palmas and public school
- Timely scheduling to avoid delays between Las Palmas release and public school enrollment.

All of the youths interviewed who were not currently enrolled in school had plans to return to school. Of those females who were not full-time students, only 15% (representing three girls) were currently employed. Two were employed in unskilled labor positions and one in a clerical/secretarial position. All of these girls indicated that they did *not* want to pursue their present job as a career. Two indicated that they preferred a (different) secretarial/clerical job as a career and one preferred a professional job requiring a college degree.

Of those female respondents who were not employed, approximately 85% wanted a job. The two most frequently mentioned job alternatives (60% of the respondents mentioned one of these two alternatives) were secretarial/clerical positions and sales clerk positions. Approximately 20% of the respondents said they would take "anything" as a job.

One-half of the nonstudent females said that nothing more could be done by the school system to make it easier to get a job. The remaining half suggested ways in which the school could have helped and included the following:

- Teach a trade
- Help with job placement
- Teach how to apply for a job
- Provide better business skills classes
- Conduct a work-study program.

File Review Data – Males and Females

Analysis of 110 school files of juvenile youths released from camp within 24 months of data collection was performed to obtain a longitudinal profile of the Juvenile Court offender from camp incarceration to reentry to public school. Tabulation of these data was completed for male and female juveniles separately; however, the number of female files reviewed is insufficient for the findings to be anything but suggestive. In addition, the file review data must be interpreted cautiously because of the high incidence of "insufficient information" for certain questions.

The results of diagnostic testing performed at the time of incarceration reveal a general academic profile of camp youth indicating severe educational handicaps. The distribution of tested intelligence for male youths is presented in Exhibit IV-3, and indicates that, while 44.9% fall in the normal range, approximately 47% of those tested fall in subnormal categories. For female youths, the situation is dramatically different, with 14.3%

falling in the superior range, 57.1% in the normal range, and only 28.6% in subnormal categories. These data appear in Exhibit IV-4, but must be interpreted cautiously, since the number of female files reviewed was clearly insufficient to obtain stable estimates that would be truly representative. However, these data do suggest a trend that is corroborated in data collected from Probation Department and Special Schools files of currently incarcerated recidivist and nonrecidivist youths. The analysis of this file data also indicated a tendency for females to be somewhat superior in tested intelligence to their male counterparts in camp.

Achievement test data collected at the time of camp intake indicates that over 69% of the male youths were three or more grades below expected placement in both verbal and arithmetic achievement. These findings are presented in Exhibits IV-5 and IV-6, respectively. For female youths, the findings indicate that a majority also fall below expected grade levels in verbal and arithmetic achievement. However, from Exhibits IV-7 and IV-8, it is clear that over one-third show grade level achievement in these two areas. Again, the results for female juveniles are based on a constrained sample and, therefore, must be interpreted cautiously.

The kind of educational program and school attendance levels prior to incarceration is presented in Exhibits IV-9 and IV-10 for males, and Exhibits IV-11 and IV-12 for females. It is evident that a clear majority of juvenile youths of both sexes were enrolled in a program of general compensatory education and showed poor school attendance prior to camp placement.

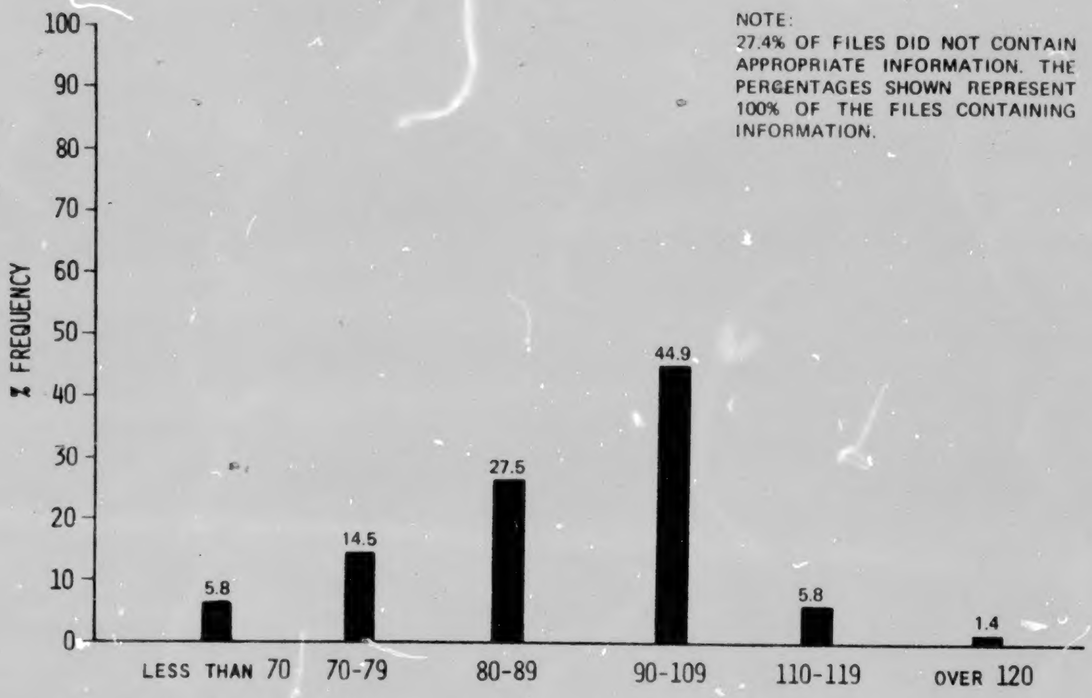
To summarize, the records and diagnostic testing results indicate that the typical male youth is normal or slightly subnormal in tested intelligence, has received a general compensatory education, is three or more grades below expected placement in arithmetic and verbal achievement, and has displayed poor public school attendance. The profile for female youths is somewhat different from that for males. Like the male youth, there is a trend suggesting that the typical female juvenile in camp has been enrolled in a program of general compensatory education and has displayed poor school attendance. However, the female youth seems distinguished from her male counterpart in camp by being closer to normal in tested intelligence. The data further indicated a greater heterogeneity in verbal and arithmetic achievement among females, ranging from three or more grade levels below expected placement to above grade level. The profile observed for female juveniles released from camp is virtually indistinguishable from the pattern observed for females currently incarcerated. These latter data were presented in an earlier section (Part B, Section II).

Further analysis of the public school file data indicated that at the time of release from camp, the academic profile for male and female juveniles had improved somewhat. Exhibits IV-13 and IV-14 present the assessment of achievement for male and female youths who received vocational education and training during their camp placement. It is clear that a majority of juveniles of both sexes show achievement in this area that is satisfactory or better. (Caution must be exercised in drawing conclusions because of the high incidence of files which did not contain the appropriate information.) The general academic status for male and female youths upon release appears in Exhibits IV-15 and IV-16, respectively. The pattern observed suggests that males have improved somewhat, with approximately 30% showing expected or above grade level achievement. For female juveniles, nearly 80% seem to fall at expected grade level or above. Of course, this index of academic status is a gross indicator of educational progress at best, and should be interpreted as indicative of possible trends.

After juvenile youths have reentered public school, the data indicate that a clear majority are enrolled in a program of general compensatory education. These data appear in Exhibit IV-17 for males and Exhibit IV-18 for females. The profile of verbal and arithmetic achievement does not seem to change appreciably, at least not within 24 months after release. For males, Exhibits IV-19 and IV-20 show that a clear majority are below grade level in both verbal and arithmetic achievement. For females, Exhibits IV-21 and IV-22 indicate that a majority are near grade level but, in both cases, there is a bias toward subnormal scores.

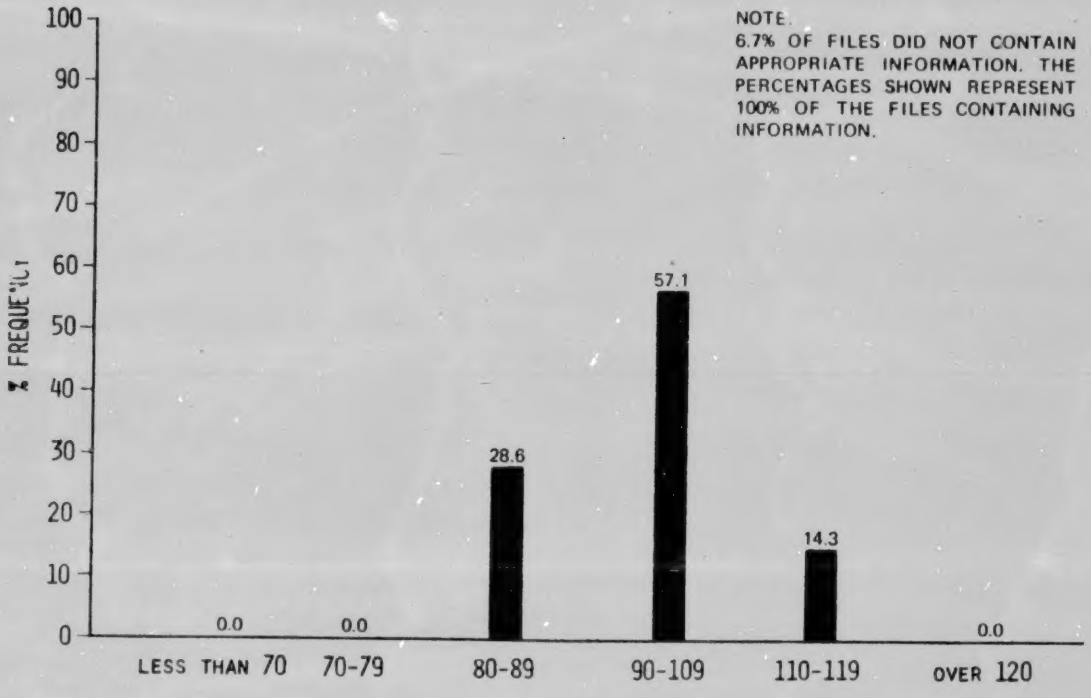
The attendance record for released male and female juvenile youths essentially is unchanged but with some degree of improvement from what it was prior to camp placement. Exhibits IV-23 and IV-24 indicate that over 80% of all male youth and over 60% of the female juveniles display poor school attendance since reentering the public school system. Similarly, the overall academic adjustment of both male and female juveniles is generally unsatisfactory. Exhibits IV-25 and IV-26 indicate that approximately 46% of the male juveniles and 60% of the female juveniles were judged to be failing overall. A similar pattern is observed for the social adjustment of both male and female youths. Approximately 43% of the male youths and over 70% of the female youths were identified as manifesting poor or worse social adjustment since return to public school. These data appear in Exhibits IV-27 and IV-28, respectively.

In terms of a longitudinal academic profile, the findings suggest that some educational progress does occur for male and female juveniles during incarceration. However, after reentry to the public school system, verbal achievement and arithmetic achievement may decline. Concomitantly, school attendance and social adjustment deteriorate.



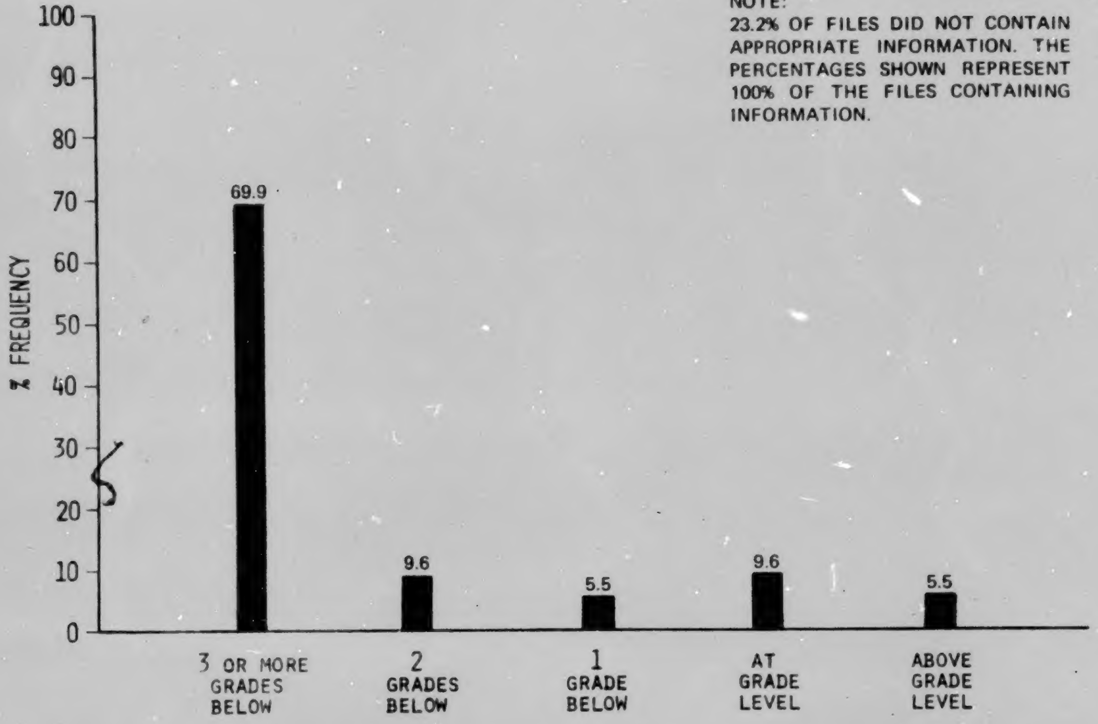
NOTE:
27.4% OF FILES DID NOT CONTAIN APPROPRIATE INFORMATION. THE PERCENTAGES SHOWN REPRESENT 100% OF THE FILES CONTAINING INFORMATION.

EXHIBIT IV-3 INTELLIGENCE LEVEL – SPECIAL SCHOOLS FILES
MALES



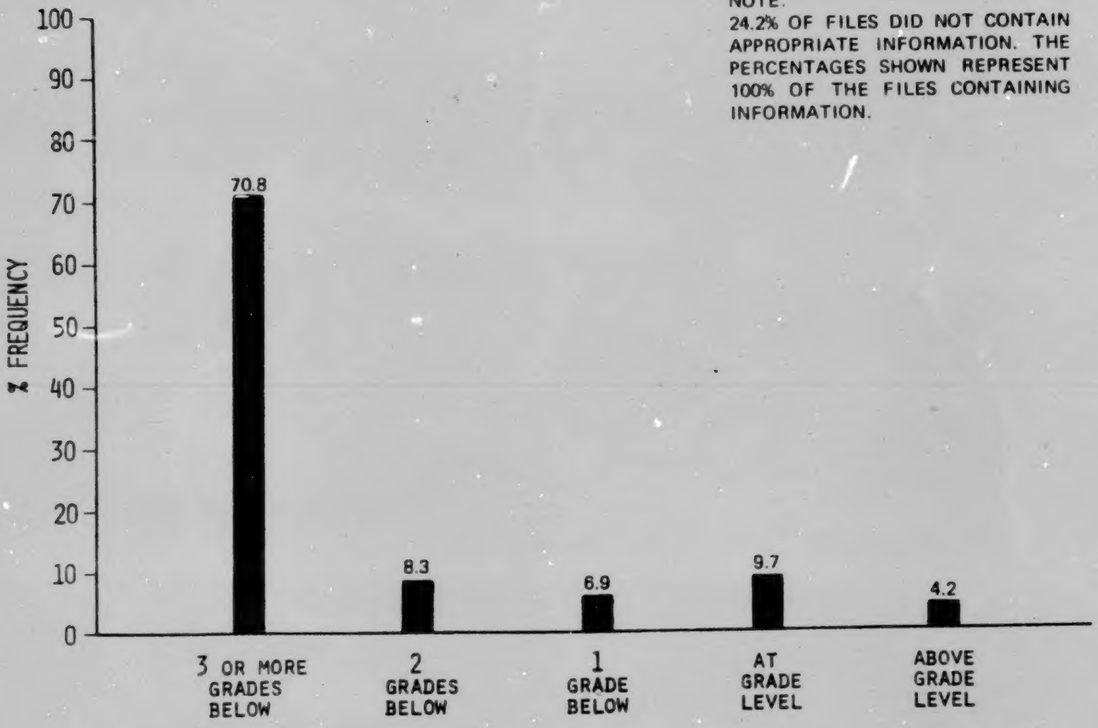
NOTE.
6.7% OF FILES DID NOT CONTAIN APPROPRIATE INFORMATION. THE PERCENTAGES SHOWN REPRESENT 100% OF THE FILES CONTAINING INFORMATION.

EXHIBIT IV-4 INTELLIGENCE LEVEL – SPECIAL SCHOOLS FILES
FEMALES



NOTE:
23.2% OF FILES DID NOT CONTAIN APPROPRIATE INFORMATION. THE PERCENTAGES SHOWN REPRESENT 100% OF THE FILES CONTAINING INFORMATION.

EXHIBIT IV-5 VERBAL ACHIEVEMENT – SPECIAL SCHOOLS FILES
MALES



NOTE:
24.2% OF FILES DID NOT CONTAIN APPROPRIATE INFORMATION. THE PERCENTAGES SHOWN REPRESENT 100% OF THE FILES CONTAINING INFORMATION.

EXHIBIT IV-6 ARITHMETIC ACHIEVEMENT – SPECIAL SCHOOLS FILES
MALES

NOTE:
6.7% OF FILES DID NOT CONTAIN APPROPRIATE INFORMATION. THE PERCENTAGES SHOWN REPRESENT 100% OF THE FILES CONTAINING INFORMATION.

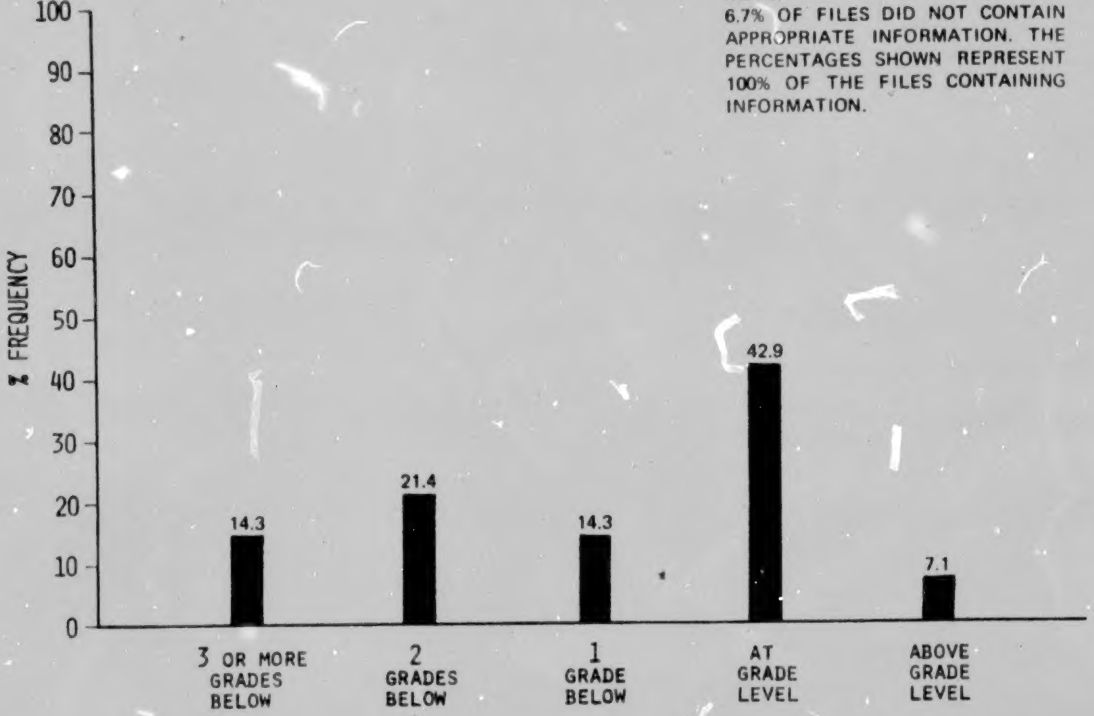


EXHIBIT IV-7 VERBAL ACHIEVEMENT – SPECIAL SCHOOLS FILES
FEMALES

NOTE:
6.7% OF FILES DID NOT CONTAIN APPROPRIATE INFORMATION. THE PERCENTAGES SHOWN REPRESENT 100% OF THE FILES CONTAINING INFORMATION.

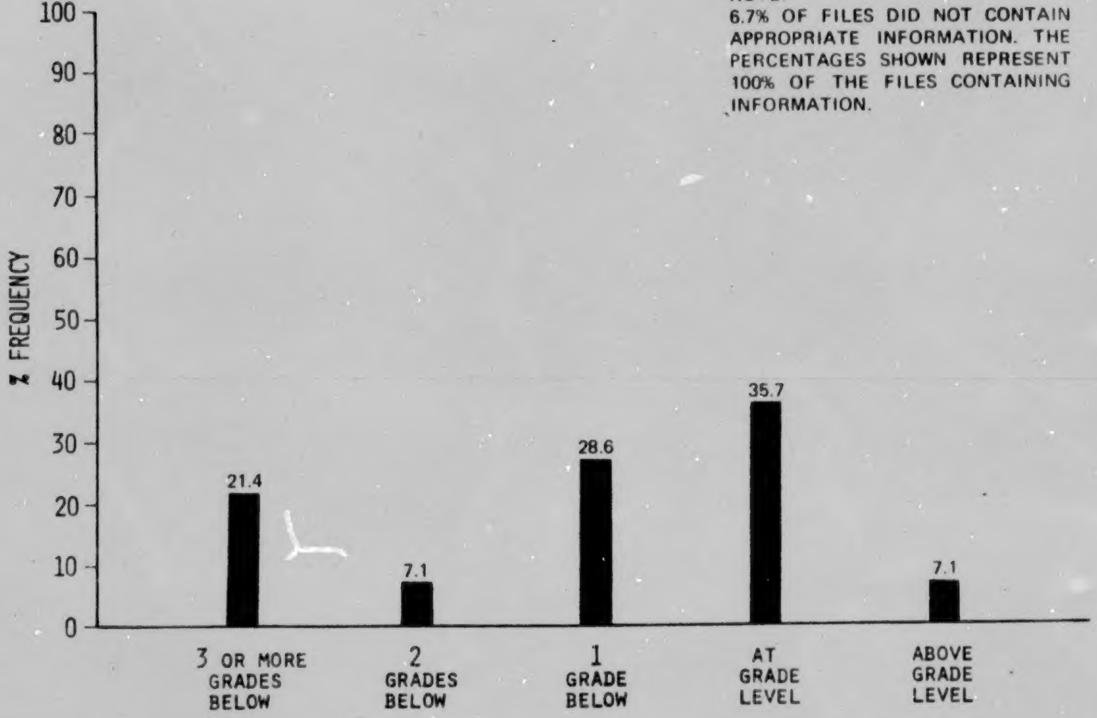
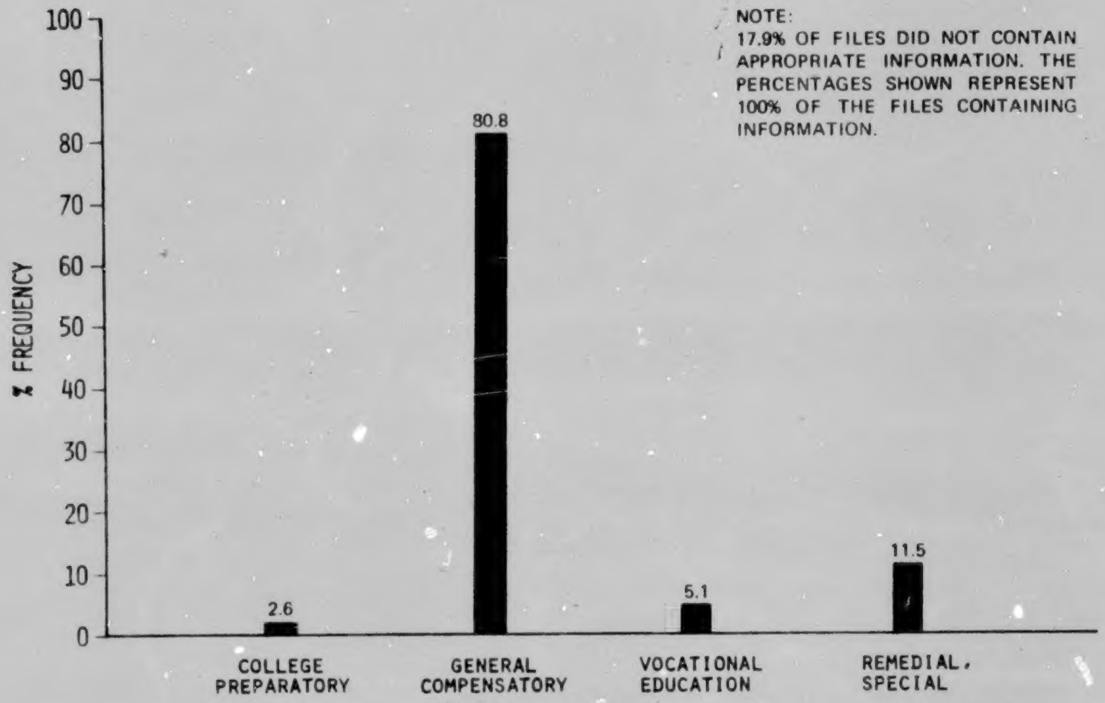


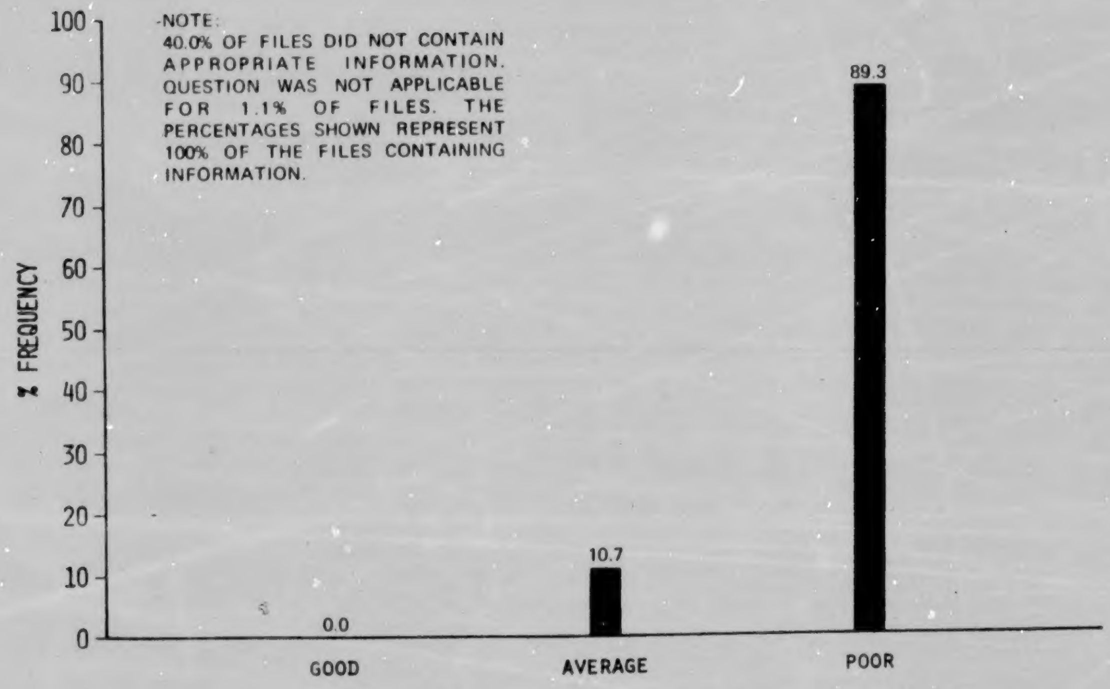
EXHIBIT IV-8 ARITHMETIC ACHIEVEMENT – SPECIAL SCHOOLS FILES
FEMALES

117



NOTE:
17.9% OF FILES DID NOT CONTAIN APPROPRIATE INFORMATION. THE PERCENTAGES SHOWN REPRESENT 100% OF THE FILES CONTAINING INFORMATION.

EXHIBIT IV-9 EDUCATIONAL PROGRAM PRIOR TO PLACEMENT
MALES



NOTE:
40.0% OF FILES DID NOT CONTAIN APPROPRIATE INFORMATION. QUESTION WAS NOT APPLICABLE FOR 1.1% OF FILES. THE PERCENTAGES SHOWN REPRESENT 100% OF THE FILES CONTAINING INFORMATION.

EXHIBIT IV-10 SCHOOL ATTENDANCE PRIOR TO PLACEMENT
MALES

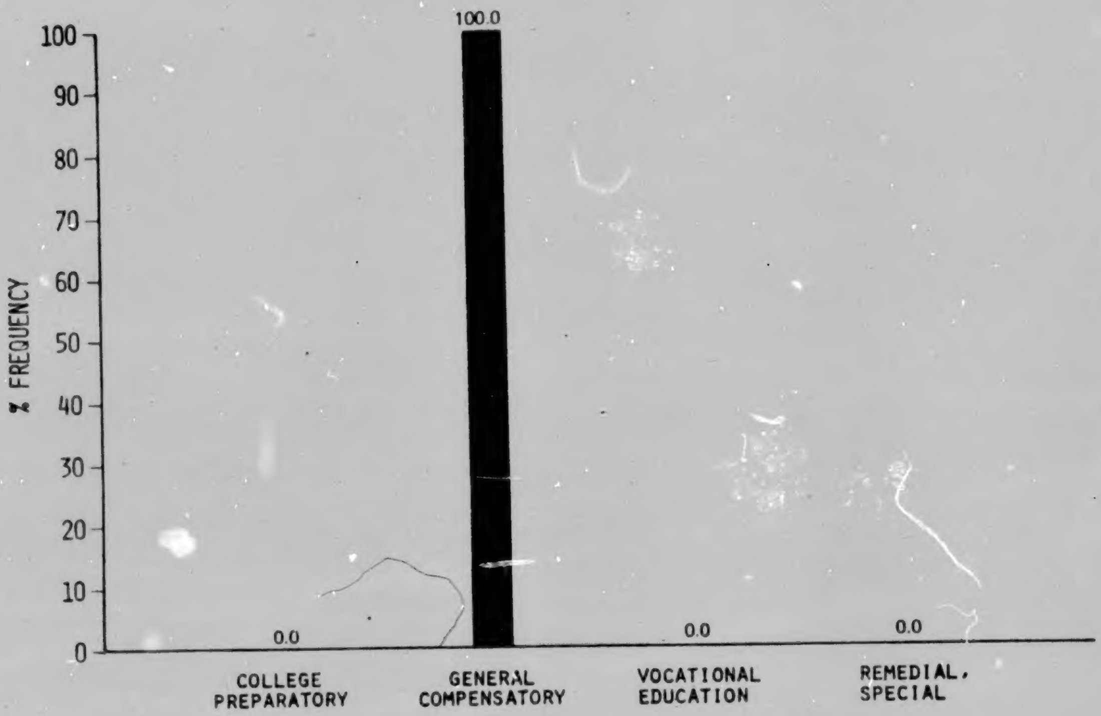


EXHIBIT IV-11 EDUCATIONAL PROGRAM PRIOR TO PLACEMENT
FEMALES

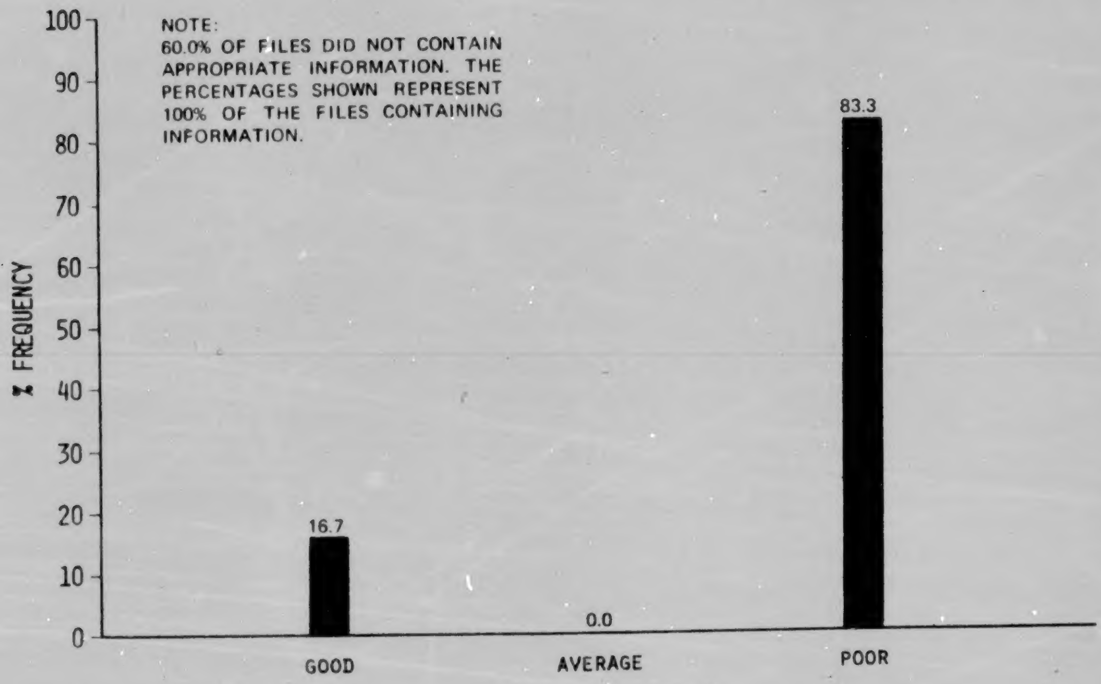
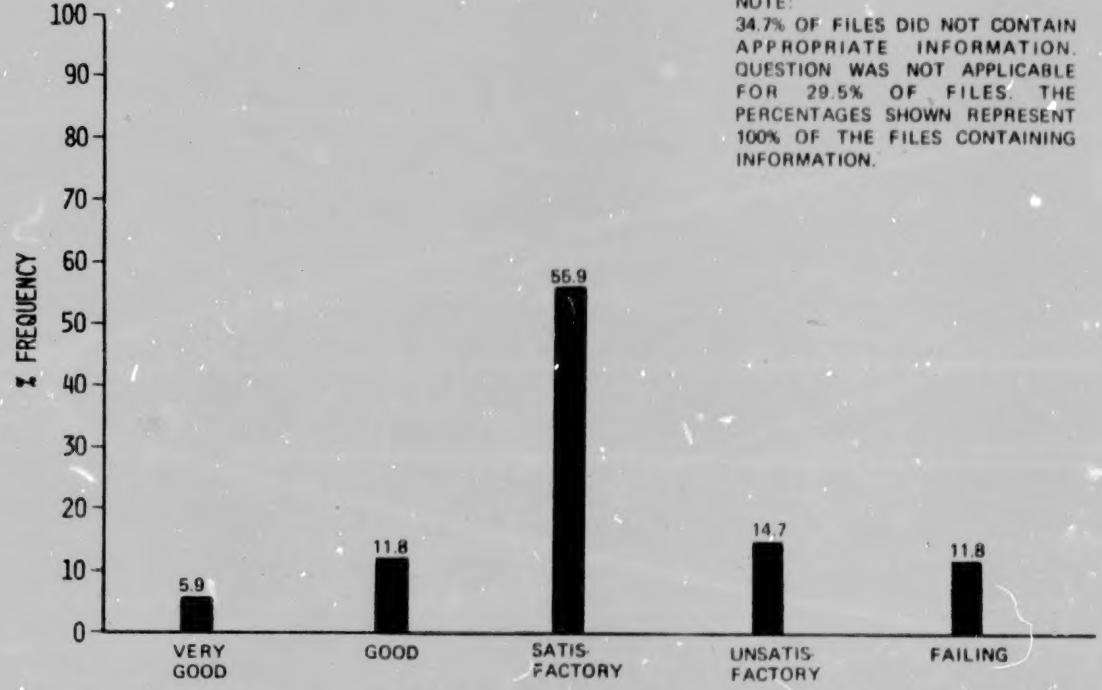
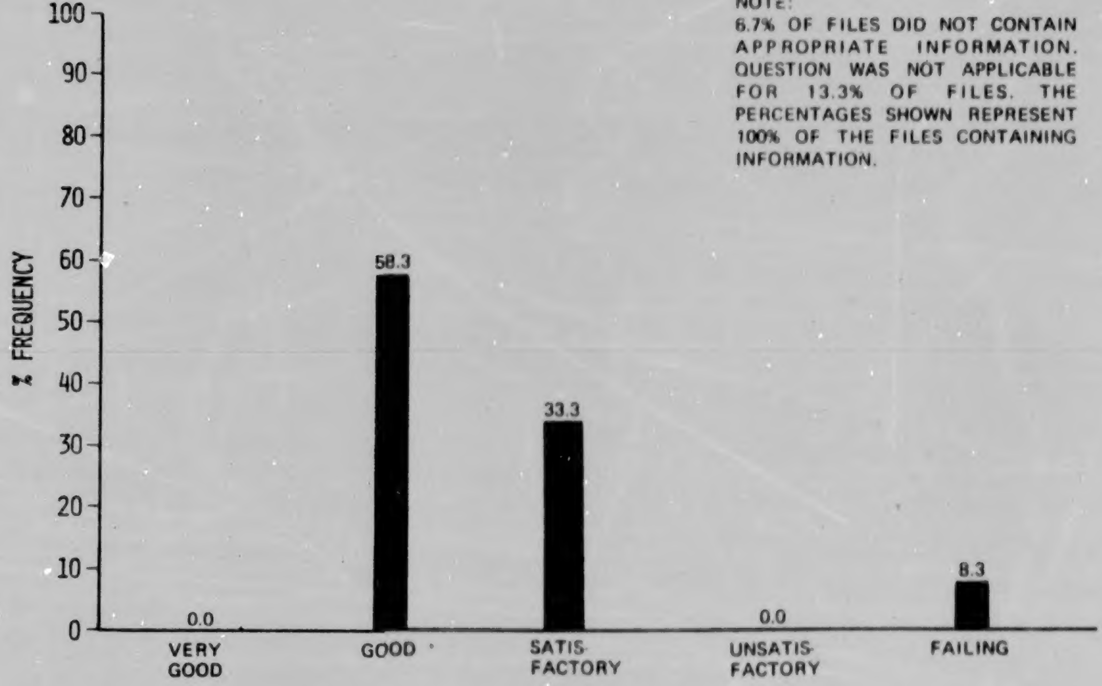


EXHIBIT IV-12 SCHOOL ATTENDANCE PRIOR TO PLACEMENT
FEMALES



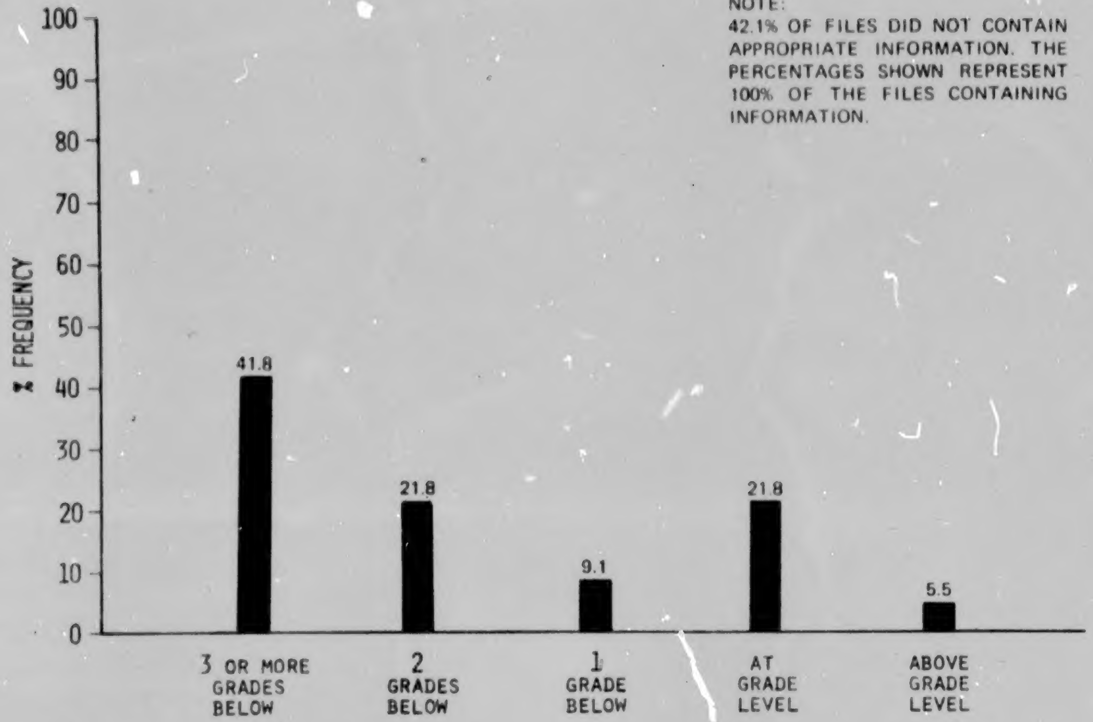
NOTE:
34.7% OF FILES DID NOT CONTAIN APPROPRIATE INFORMATION. QUESTION WAS NOT APPLICABLE FOR 29.5% OF FILES. THE PERCENTAGES SHOWN REPRESENT 100% OF THE FILES CONTAINING INFORMATION.

EXHIBIT IV-13 VOCATIONAL EDUCATION ACHIEVEMENT UPON RELEASE
MALES



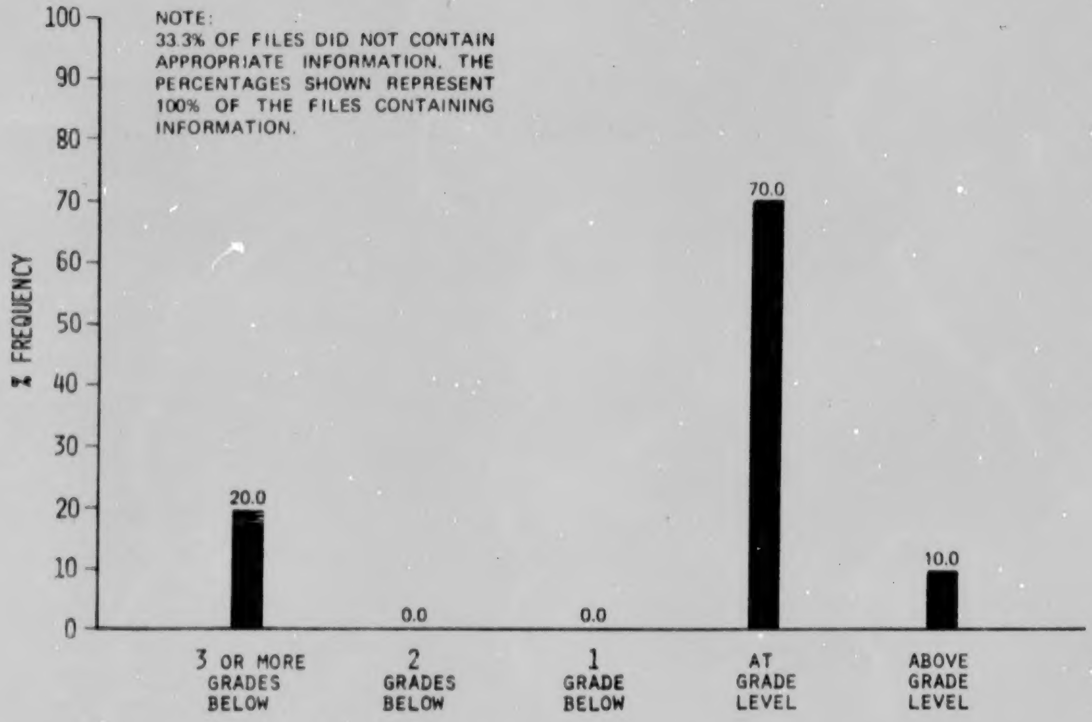
NOTE:
6.7% OF FILES DID NOT CONTAIN APPROPRIATE INFORMATION. QUESTION WAS NOT APPLICABLE FOR 13.3% OF FILES. THE PERCENTAGES SHOWN REPRESENT 100% OF THE FILES CONTAINING INFORMATION.

EXHIBIT IV-14 VOCATIONAL EDUCATION ACHIEVEMENT UPON RELEASE
FEMALES



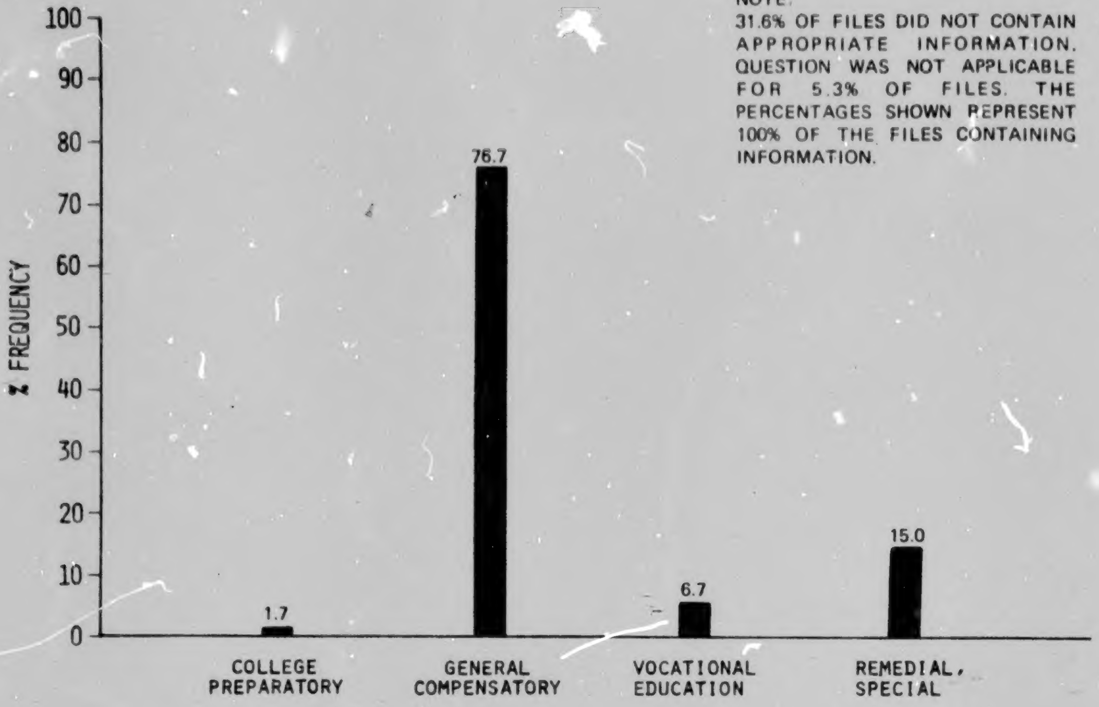
NOTE:
42.1% OF FILES DID NOT CONTAIN APPROPRIATE INFORMATION. THE PERCENTAGES SHOWN REPRESENT 100% OF THE FILES CONTAINING INFORMATION.

EXHIBIT IV-15 GENERAL ACADEMIC STATUS UPON RELEASE
MALES



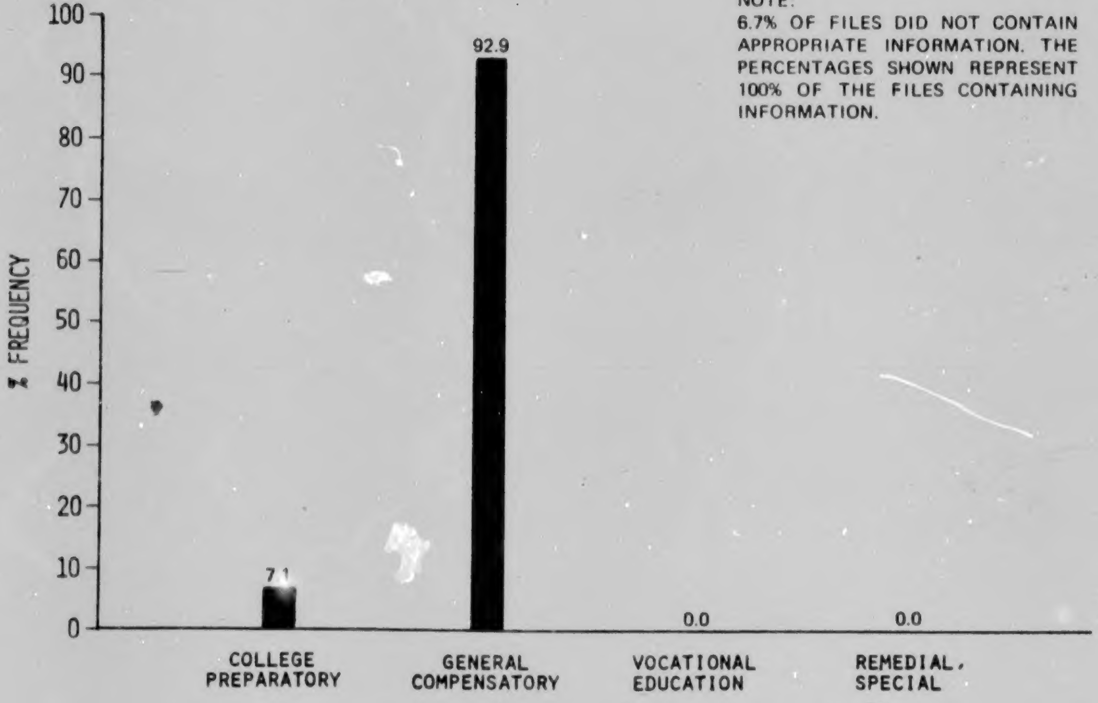
NOTE:
33.3% OF FILES DID NOT CONTAIN APPROPRIATE INFORMATION. THE PERCENTAGES SHOWN REPRESENT 100% OF THE FILES CONTAINING INFORMATION.

EXHIBIT IV-16 GENERAL ACADEMIC STATUS UPON RELEASE
FEMALES



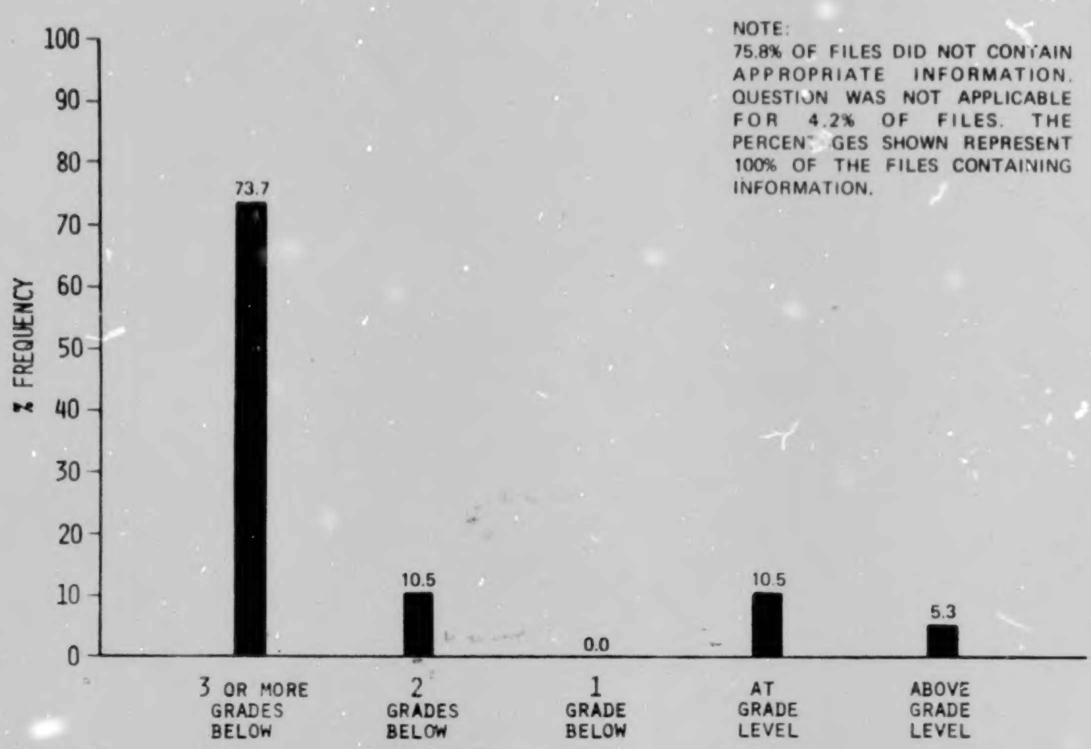
NOTE:
31.6% OF FILES DID NOT CONTAIN APPROPRIATE INFORMATION. QUESTION WAS NOT APPLICABLE FOR 5.3% OF FILES. THE PERCENTAGES SHOWN REPRESENT 100% OF THE FILES CONTAINING INFORMATION.

EXHIBIT IV-17 EDUCATIONAL PROGRAM SINCE RETURN TO PUBLIC SCHOOL
MALES



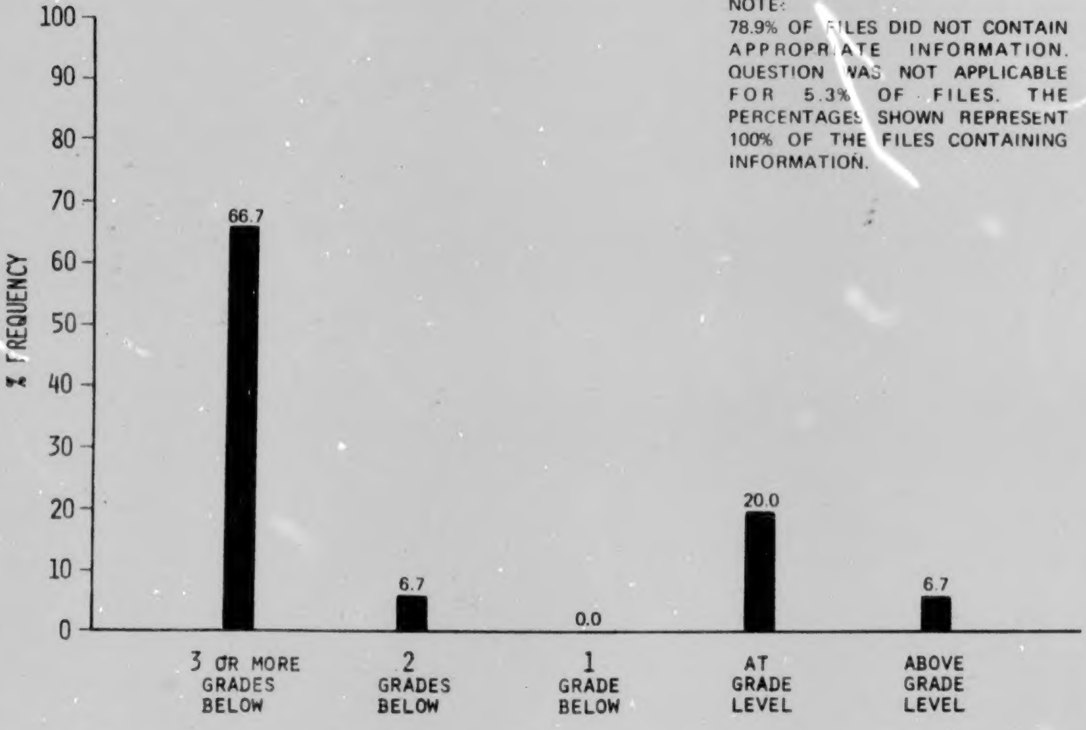
NOTE:
6.7% OF FILES DID NOT CONTAIN APPROPRIATE INFORMATION. THE PERCENTAGES SHOWN REPRESENT 100% OF THE FILES CONTAINING INFORMATION.

EXHIBIT IV-18 EDUCATIONAL PROGRAM SINCE RETURN TO PUBLIC SCHOOL
FEMALES



NOTE:
75.8% OF FILES DID NOT CONTAIN APPROPRIATE INFORMATION. QUESTION WAS NOT APPLICABLE FOR 4.2% OF FILES. THE PERCENTAGES SHOWN REPRESENT 100% OF THE FILES CONTAINING INFORMATION.

EXHIBIT IV-19 VERBAL ACHIEVEMENT SINCE RETURN TO PUBLIC SCHOOL
MALES



NOTE:
78.9% OF FILES DID NOT CONTAIN APPROPRIATE INFORMATION. QUESTION WAS NOT APPLICABLE FOR 5.3% OF FILES. THE PERCENTAGES SHOWN REPRESENT 100% OF THE FILES CONTAINING INFORMATION.

EXHIBIT IV-20 ARITHMETIC ACHIEVEMENT SINCE RETURN TO PUBLIC SCHOOL
MALES

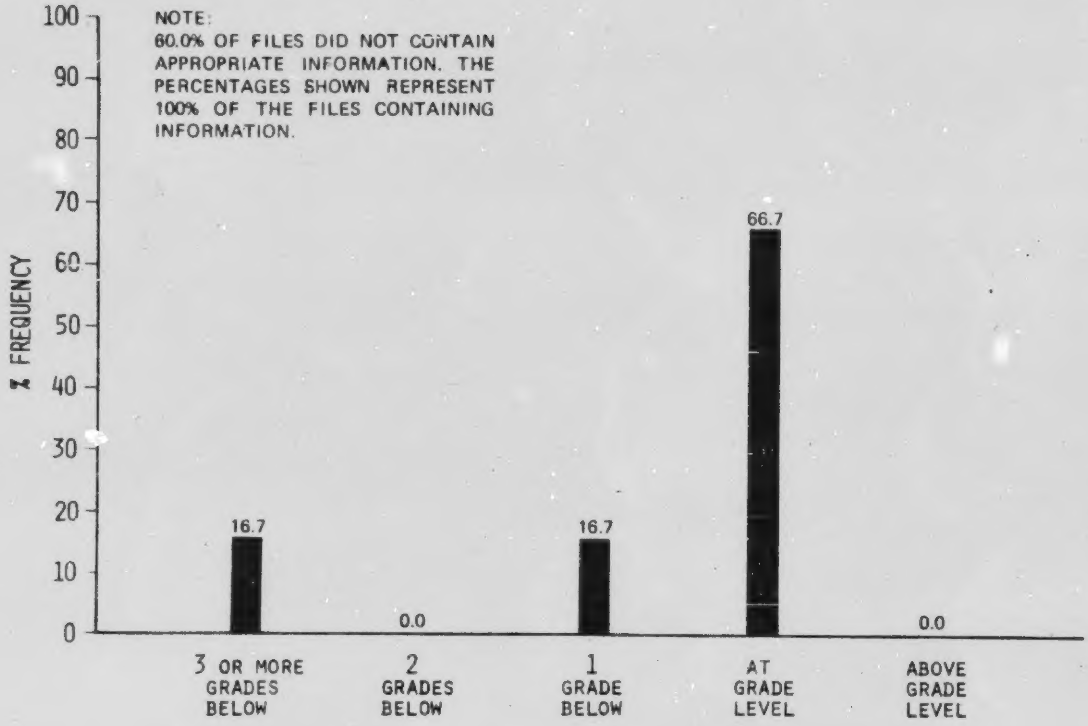


EXHIBIT IV-21 VERBAL ACHIEVEMENT SINCE RETURN TO PUBLIC SCHOOL
FEMALES

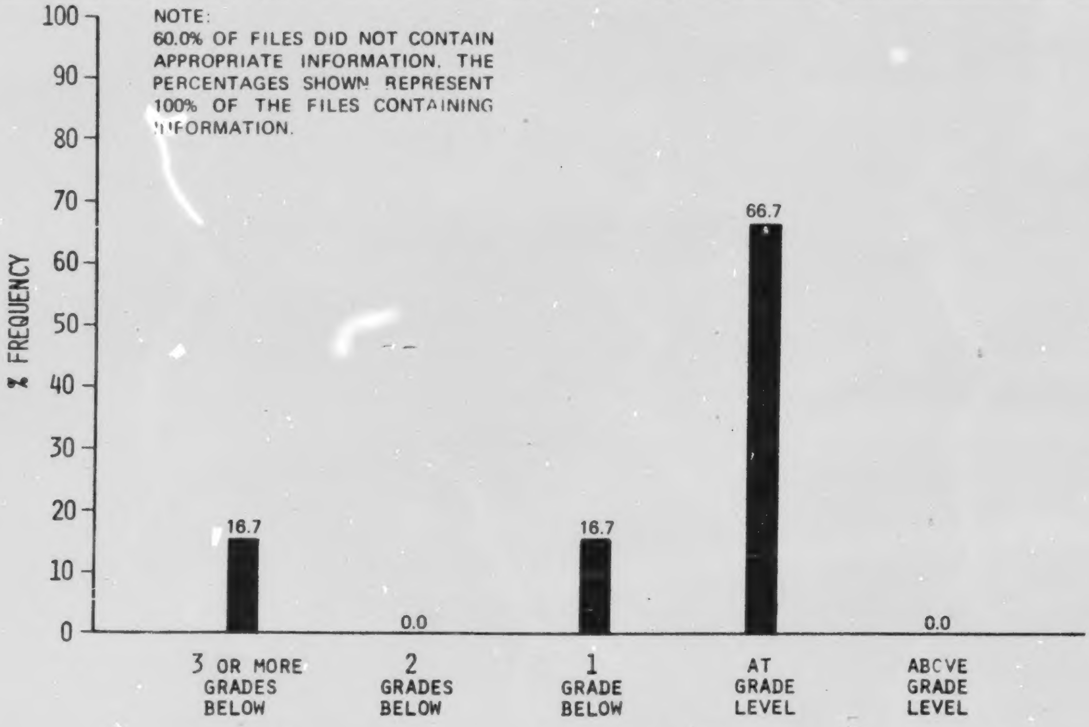
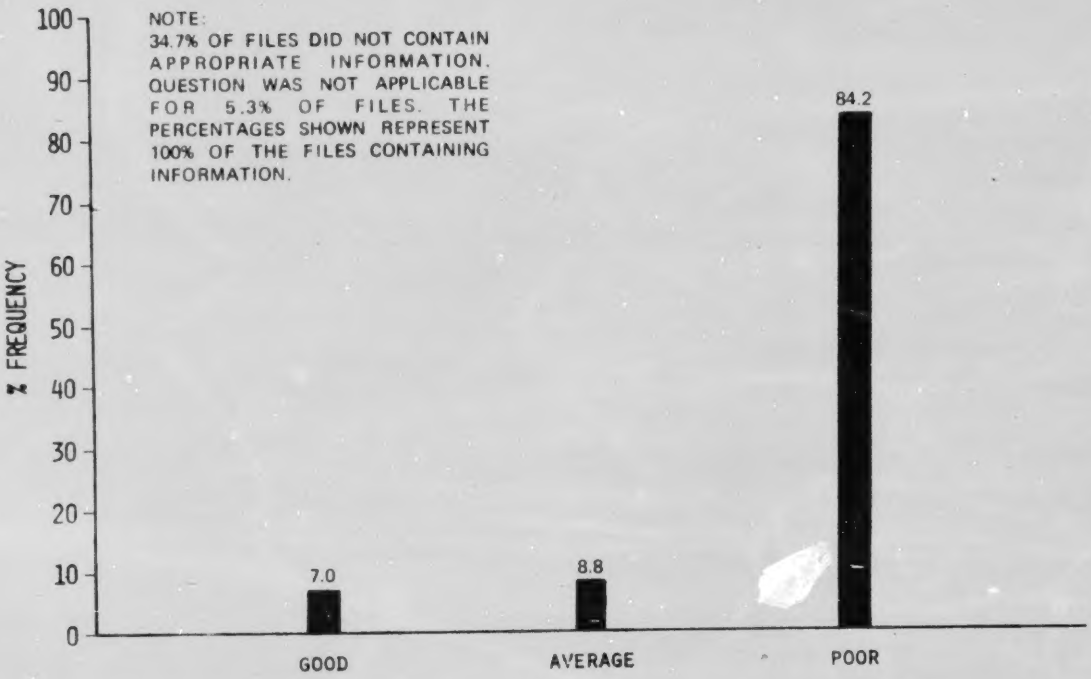
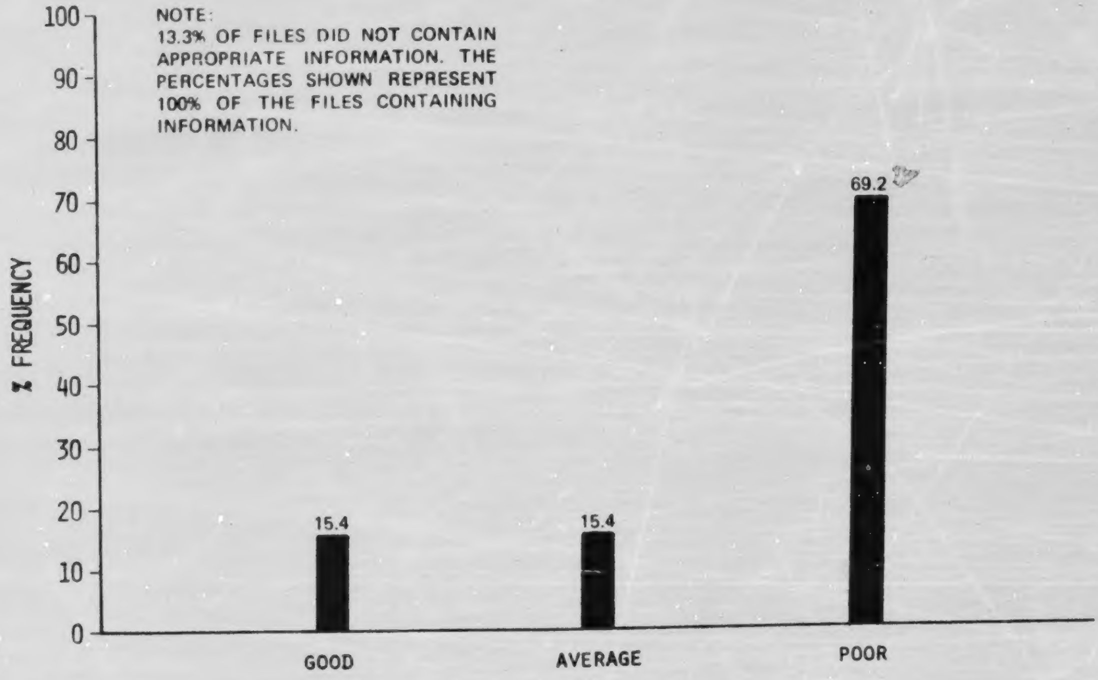


EXHIBIT IV-22 ARITHMETIC ACHIEVEMENT SINCE RETURN TO PUBLIC SCHOOL
FEMALES



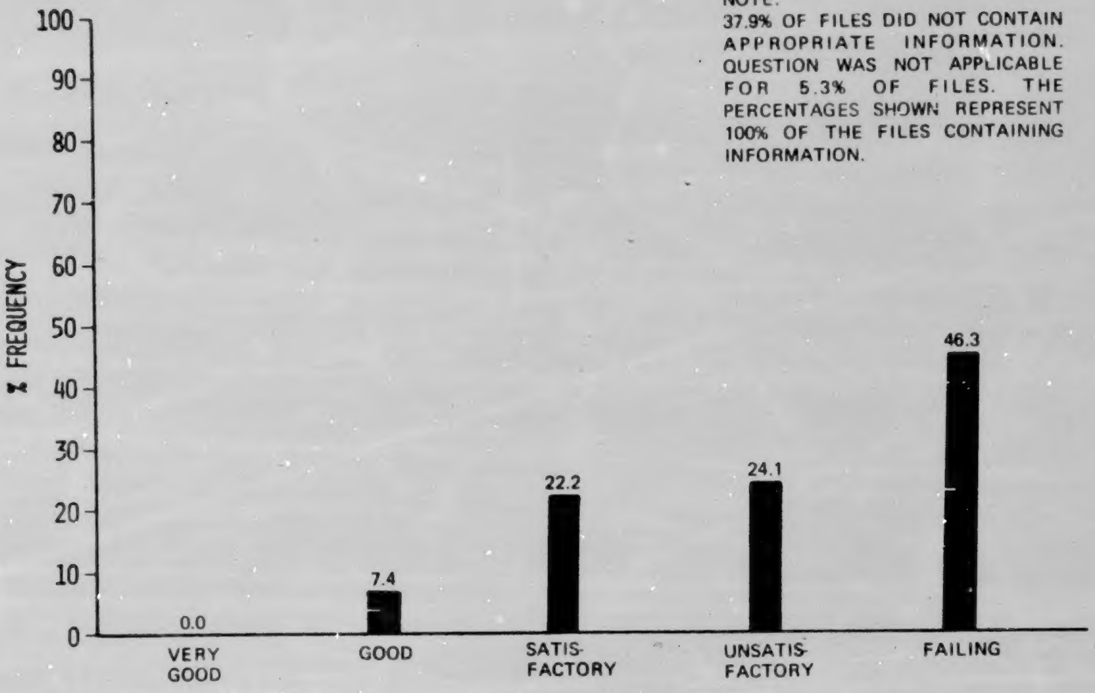
NOTE:
34.7% OF FILES DID NOT CONTAIN APPROPRIATE INFORMATION. QUESTION WAS NOT APPLICABLE FOR 5.3% OF FILES. THE PERCENTAGES SHOWN REPRESENT 100% OF THE FILES CONTAINING INFORMATION.

EXHIBIT IV-23 SCHOOL ATTENDANCE SINCE RETURN TO PUBLIC SCHOOL
MALES



NOTE:
13.3% OF FILES DID NOT CONTAIN APPROPRIATE INFORMATION. THE PERCENTAGES SHOWN REPRESENT 100% OF THE FILES CONTAINING INFORMATION.

EXHIBIT IV-24 SCHOOL ATTENDANCE SINCE RETURN TO PUBLIC SCHOOL
FEMALES



NOTE:
37.9% OF FILES DID NOT CONTAIN APPROPRIATE INFORMATION. QUESTION WAS NOT APPLICABLE FOR 5.3% OF FILES. THE PERCENTAGES SHOWN REPRESENT 100% OF THE FILES CONTAINING INFORMATION.

EXHIBIT IV-25 ACADEMIC STATUS SINCE RETURN TO PUBLIC SCHOOL
MALES

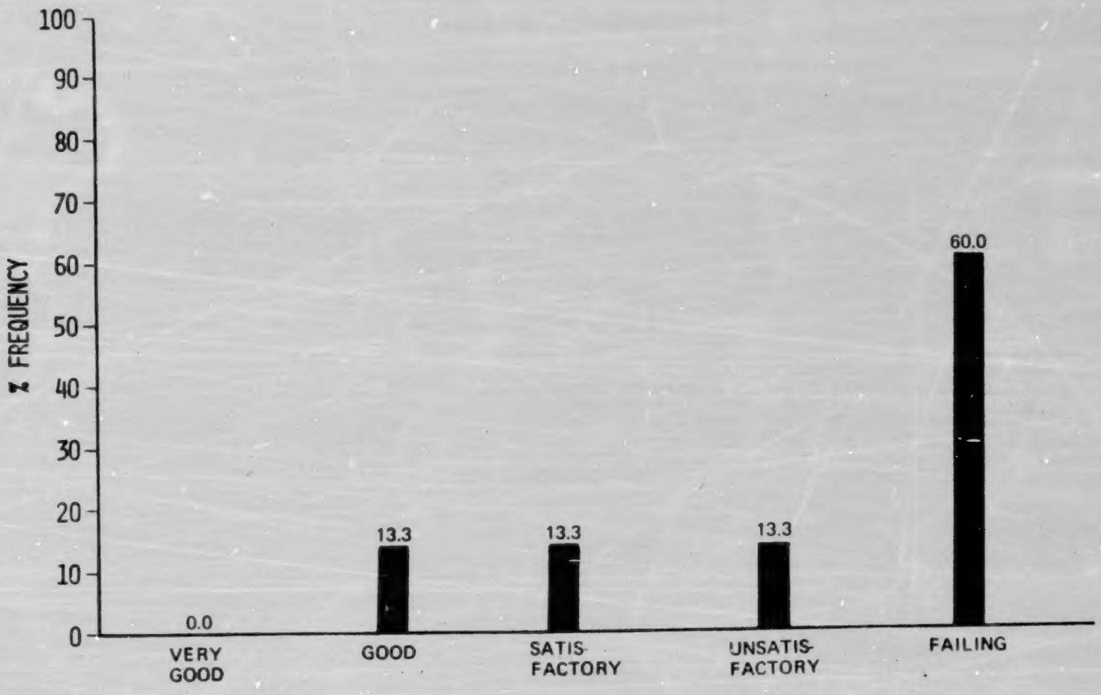
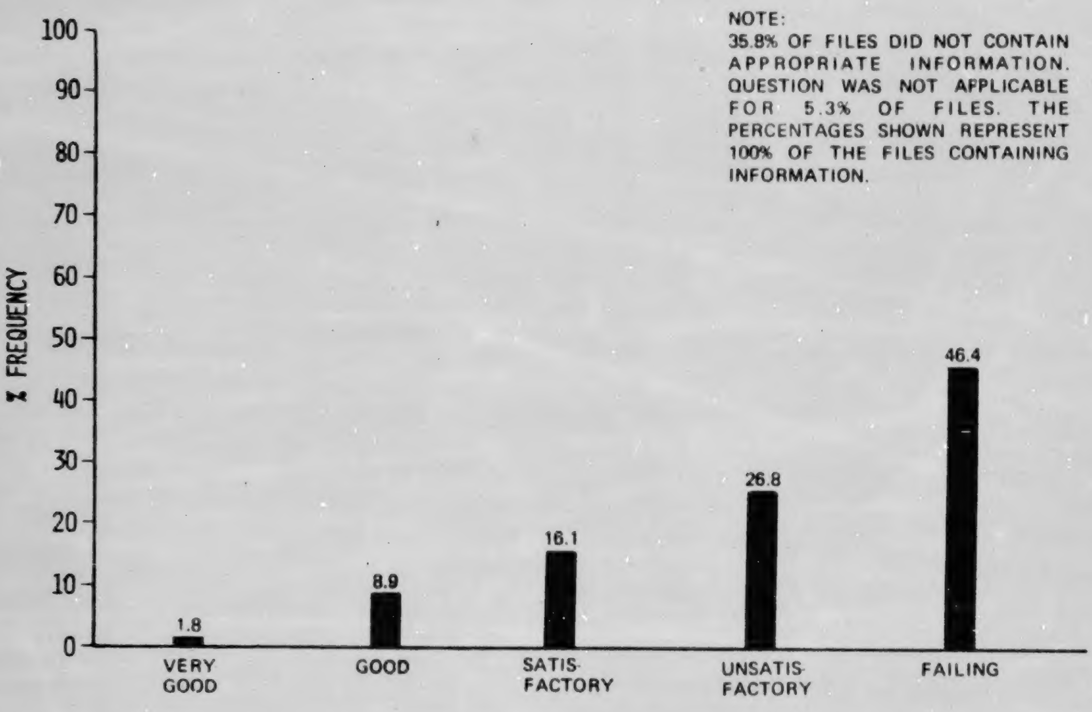
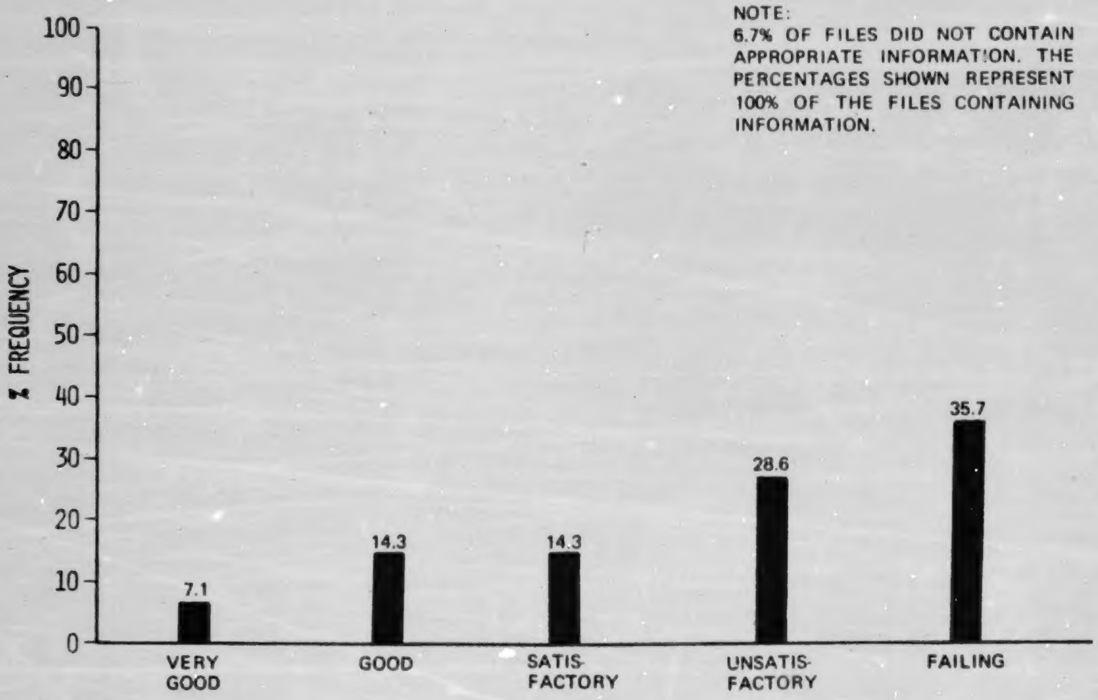


EXHIBIT IV-26 ACADEMIC STATUS SINCE RETURN TO PUBLIC SCHOOL
FEMALES



NOTE:
35.8% OF FILES DID NOT CONTAIN APPROPRIATE INFORMATION. QUESTION WAS NOT APPLICABLE FOR 5.3% OF FILES. THE PERCENTAGES SHOWN REPRESENT 100% OF THE FILES CONTAINING INFORMATION.

EXHIBIT IV-27 SOCIAL ADJUSTMENT SINCE RETURN TO PUBLIC SCHOOL
MALES



NOTE:
6.7% OF FILES DID NOT CONTAIN APPROPRIATE INFORMATION. THE PERCENTAGES SHOWN REPRESENT 100% OF THE FILES CONTAINING INFORMATION.

EXHIBIT IV-28 SOCIAL ADJUSTMENT SINCE RETURN TO PUBLIC SCHOOL
FEMALES

ADMINISTRATION OF EDUCATIONAL PROGRAMS

The administration of the camp school system encompasses a wide range of variables. These variables have been categorized and include the following general areas:

- adequacy and availability of human resources
- adequacy and availability of physical resources
- adequacy of the curriculum development process
- adequacy of policies and procedures
- adequacy of supervision and administration.

While all of these factors have a bearing on the effectiveness of the camp school educational programs, it is apparent from staff interviewing data that there are major differences in the relative importance of these categories. Both the Schools and Probation staffs indicated that the adequacy and availability of human resources (e.g., teachers, aides, auxiliary support, clerical support, etc.) was the most critical variable. Specifically, the teaching staff indicated that personnel qualifications and the teacher-pupil ratio surpass other key variables in contributing to program effectiveness. Hence, the adequacy of human resources is covered in the following section. Other variables relating to administration are covered below.

Physical Resources: Facilities and Materials

Over one-third of the teaching staff indicated that the present facilities need improvement. A variety of weaknesses were identified. Lack of space was frequently mentioned as a burdensome constraint in scheduling and expanding camp school activities. Another weakness noted in the camp facilities is the physical separation of Probation and Special Schools offices and the effect this arrangement has on communication patterns.

Approximately 55% of the Schools staff believed that the present materials available at the camp schools are not adequate and need improvement or revision. The most frequent criticism was that there are insufficient materials or that the available materials (e.g., books) are not "up to date" and do not reflect the living environment from which the majority of students originate. In addition, teachers indicated that video equipment is appropriate for many students' learning styles and that more video equipment is needed.

Another aspect of the materials and equipment problems is the delivery time required for materials and supplies. Under the present system, supplies must be ordered directly from vendors; materials and supplies are not centrally warehoused. This process is cumbersome and frequently causes long delays in the delivery of requested supplies.

Curriculum Development

Nearly 60% of the teaching staff indicated that improvement or complete revision is needed in curriculum development. The most frequent criticism of the curriculum development process is that the process does not result in programs which meet student needs. That is, the development of the curriculum does not focus on identifying student needs and program weaknesses and then developing appropriate programs to meet student needs. There appears to be some question as to the role of the central administration, the role of the principal, and the role of the teachers in curriculum development. While some teachers indicated that they desired help and leadership from central administration in this area, other staff members indicated that teachers needed to get more involved in the curriculum development process.

Policies and Procedures

Problems in the policies and procedures area stem primarily from the operation of a dual management mode where both the Division of Special Schools and the Probation Department are charged with certain operating responsibilities. Both agencies maintain administrative manuals (although substantial sections of the Special Schools manual are obsolete and/or outdated). It is not always clear which agency has jurisdiction in setting policies and procedures. Approximately one-third of the teaching staff who felt improvements are necessary in policies and procedures believed that Schools and Probation policies which affect both agencies need clarification. In addition, 23% indicated that it is not always clear *who* should make policy decisions. For example, there is a question in many teachers' minds as to what the policy regarding disciplinary action against students is and who is responsible for making that policy.

According to field interview data, there is some question regarding the adequacy and relevance of the Special Schools' policies and procedures in the camp schools. In general, many of the Special Schools' policies and procedures are modeled after those in the public school system. Because of the many substantial differences between the public school system and the camp school system, these policies and procedures may not necessarily be appropriate. For example, the camp school system is closed for Christmas vacation (two weeks). This is analogous to the Christmas break in public schools. Unlike public school students, the camp school students do not go home during the vacation, but rather remain in camp. In light of the pressing educational needs of the camp school students and the relatively short term of camp residence, the policy of closing the camp schools for a one-week period may not necessarily be appropriate.

During the study other policies and procedures problem areas were apparent. Interview data suggests that the student academic grades given by many camp teachers work to the disadvantage of the student upon his return to the public school system. This generally occurs when a student is given a grade which would normally indicate a significantly higher degree of achievement. This can result in the student being placed in public school classes at a level above the student's actual achievement level. When this occurs, frustration, and subsequent failure is more likely than if the student had been placed at the proper level. It should be noted, however, that central administration has recently issued an initial set of grading standards which will serve as uniform grading guidelines.

There is no policy which allows the camp schools to maintain discretionary funds from which to make nonbudgeted purchases or finance unplanned activities. Consequently, it is difficult for the camp schools to satisfy immediate needs for expendable items (e.g., contemporary paperback books, educational games, etc.) and to experiment with newly developed classroom equipment and experimental programs.

Supervision and Administration

Over two-thirds of the Special Schools respondents indicated that the Schools supervision and administration is good or adequate. Several areas of improvement were noted, however. Teachers indicated that, overall, there appeared to be poor communication between Probation and Special Schools supervision and administration. According to the Schools staff, one of the outgrowths of this is that it is unclear who should be responsible for disciplinary action against students. Also, a substantial portion of the staff indicated a desire for increased participation by the administration in curriculum development.

RESPONSIVENESS TO EDUCATIONAL NEEDS

As discussed previously, the assessment of the existing camp school programs and the responsiveness of the programs to educational needs must relate to the ability of the programs to accomplish written, documented objectives. In general, however, neither comprehensive, measurable objectives nor the supporting information has historically existed. The preceding subsections have detailed the assessment of elements of the camp school programs as perceived by the various segments of the camp schools (students and both Special Schools and Probation staffs) as well as file review data. These elements include:

- program relevancy
- student history after release
- administration of educational programs.

When viewed as a total system, the effectiveness of the camp school programs in responding to the educational needs of students must be evaluated in terms of what could reasonably be expected within system constraints. Historically these constraints have been in terms of funding, legal constraints and policies and procedures. Funding constraints have been most apparent in the teacher/pupil ratios, the availability of supportive services, and the lack of modern facilities which are conducive to effective residential rehabilitative programs. In the past the State Education Code has been considered somewhat of a (legal) constraint. Other legal constraints exist which limit the alternatives in providing educational programs in the juvenile camps. For example, the Office of the County Superintendent cannot award contracts for the camp educational programs to private firms *and* receive State ADA funds.

As mentioned previously, many of the Special Schools policies and procedures are similar to those in the public schools. While these policies and procedures may be valid and relevant in a community school environment, they are not necessarily conducive to providing the best possible school programs in a residential camp environment. Policies and procedures such as hiring and termination practices, vacation policy, etc. are examples of this. For example, hiring and termination practices can create problems in recruiting excellent teachers or in eliminating from the system those teachers who are emotionally or professionally deficient. Another example relates to the funding provided for the Division of Special Schools.

Funding has historically been allocated to the Division according to teacher/pupil ratios which were similar to those in public schools. However, the camp school students and classroom environment are unlike the public school environment.

Academic deficiencies are more commonplace and generally more severe in the camp school. Camp school students reside in the camps. Student hostility and emotional disturbances increase the teachers' exposure to physical harm.

During the study, it appeared that both the Special Schools Division and the Probation Department administration generally recognized the deficiencies in the system. In many cases they were aware of the numerous alternatives that could be developed to make their programs more responsive. Frequently these solutions required more funding than currently available. Under these circumstances, improvement becomes primarily a question of priorities.

It was concluded from the study that there are a number of areas where the camp school system is not responsive to the educational needs of its students. A part of this lack of responsiveness is caused by the lack of funding and the lack of sufficient personnel to treat each child on an individual basis. In light of the relatively short period of confinement in the camp, the severity of educational deficits, the constant turnover of the student population and the long-term potential benefits of student success in school, it is imperative that the camp school system focus on individual student needs. In that effort, individual student needs should be assessed and a program which meets those needs should be administered. This implies progress monitoring of individual students and some degree of individualization in the classroom. With only a few exceptions (e.g., the Federally supported Basic Skills program), an assessment of individual student needs and individualized classroom instruction does not occur. In addition, students must be placed in subject areas which will meet their needs. There is evidence to suggest that this does not always occur; that is, other constraining factors prevent students from being placed in educational programs solely on the basis of educational needs.

It is difficult, if not impossible, to separate academic, social and personal needs discussed earlier. Consequently, it is necessary for the Special Schools and Probation staffs to recognize the interdependence of student needs and work jointly, as a team, to meet these needs. It was concluded from data gathered during the study that Probation and Special

Schools staff do not always function together as an effective team, and this diminishes the responsiveness of the program to student needs.

It was also concluded that many of the present educational programs are not oriented toward generalized student needs. Overall, camp students must be prepared to cope with and survive in the environment to which they return. Data collected for the study indicated a pressing need for remedial education (particularly remedial reading and math) for a large portion of the camp population. The Basic Skills program is presently administered to a maximum of 30% of the camp school students. Approximately 70% of the students are three or more grades below grade level in verbal (reading) and math achievement at camp placement. Prevocational training, which will introduce students to the world of work, is a need common to most of the camp population. Presently this type of training is not widely available in the camps.

Several programs were consistently praised because of their relevance to student needs and wide acceptance among students. The Basic Skills program and its individualized approach were singled out as particularly effective. The programs have a commendable record in raising the tested reading and math achievement levels. At the same time, students recognize the importance of basic skills and indicate that reading and math are two of the most useful and helpful classes upon return to the community.

Other vocationally oriented programs were singled out as particularly effective (generally for senior boys). Students are receptive to practical, manual-skill offerings. Programs such as welding, which provide a marketable skill and some degree of job placement assistance, are widely praised as effective in the rehabilitation of camp youth.

V – ORGANIZATION AND MANAGEMENT SYSTEM

Although administratively independent, the Probation Department and the Office of the County Superintendent of Schools seek to accomplish a common goal. That goal is the effective rehabilitative treatment of those youths placed in Probation Department juvenile facilities.

The Welfare and Institutions Code, Sections 880 through 888, establishes Juvenile Probation Camps and assigns managerial responsibility to a camp director (or superintendent). These sections provide that wards placed in a juvenile camp may be required to perform various types of work or engage in any studies or activities prescribed by the Probation Department, subject to approval by the County Board of Supervisors. The director of a juvenile facility, as the delegated representative of the Probation Officer, is directly charged by the Juvenile Court with the responsibility for the custody, health, welfare and safety of court wards or nonwards placed or detained in such facilities.

The camp school principal is the delegated representative of the County Superintendent of Schools and is directly charged to carry out the educational program within the facility by law as enacted in the Welfare and Institutions Code, Sections 856 through 861, 889 and 890.

JUVENILE JUSTICE SYSTEM

In general the juvenile justice system is comprised of four major elements:

- Referral agency
- Probation Department
- Juvenile Court
- Office of the County Superintendent of Schools.

The referral agency may be any one of a number of public agencies. Referrals, however, usually originate from: Los Angeles Police Department (or other municipal police departments), Los Angeles County Sheriff's Office, the County Department of Public Social Service and the Probation Department.

The processing of a juvenile through the juvenile justice system is a complex operation with numerous decision points and alternative paths. An understanding of the major decision points and resulting alternatives for the juvenile who is eventually placed in a camp provides a perspective of the role and responsibilities of the major agencies in the administration of juvenile justice. The typical proceedings leading to camp assignment as shown in Exhibit V-1 are:

1. Youth is referred to the Probation Department
2. Police delivers youth to Juvenile Hall and youth is admitted by Intake and Detention Control, Probation Department.
3. Petition Request filed by referral agency and reviewed by Deputy District Attorney.
4. Juvenile Court detention hearing and disposition hearing.
5. Deputy Probation Officer (DPO) takes action ordered by Court.
    a. Clinical (psychiatric) examination or
    b. commitment to California Youth Authority (CYA) or
    c. camp placement or placement in community program or
    d. suitable placement (includes Las Palmas School for Girls) or
    e. placed on probation.

ORGANIZATIONAL STRUCTURE

The administration of the juvenile camp system is accomplished by two organizationally independent agencies, the Probation Department and the Office of the County Superintendent of Schools. There is no formal *organizational* link between the two agencies.

Probation Department

The Probation Department's activities concerning juveniles is organized under an assistant chief probation officer in charge of the juvenile facilities program. These activities are administratively divided into two major areas: detention facilities and camps and schools. The Detention Facilities Division encompasses all Juvenile Hall operations, whereas the Camps and Schools Division includes all camps, camps intensive aftercare, and the community day center program. Exhibit V-2 shows an organization chart of the Probation Department.

Division of Special Schools

The Division of Special Schools is a division within the Office of the Los Angeles County Superintendent of Schools whose responsibilities include maintaining and operating the educational programs in the juvenile camps, juvenile halls, community day centers and one intensive aftercare area office (Westside School). The Division of Special Schools is one of two divisions which report to the Assistant Superintendent, Administrator of School Operations. The management of the Division is comprised of a Director of Special Schools, an assistant director, a coordinator of special projects, and a vocational education coordinator. The Division also has a basic skills coordinator. This organizational structure is illustrated in Exhibit V-3. Exhibit V-4 details the organizational structure of the Division of Special Schools.

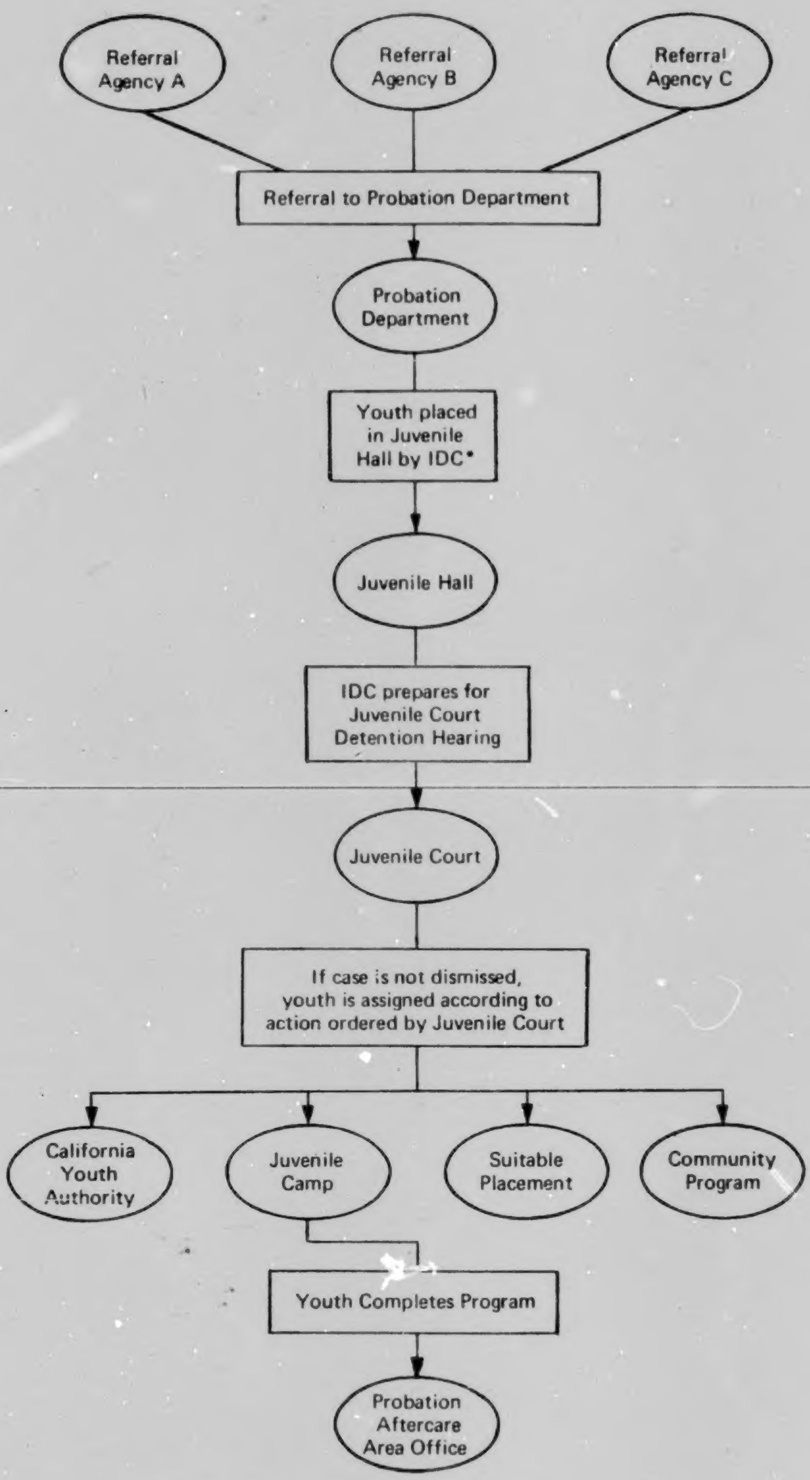
Camp Facilities

Each camp facility is comprised of both Special Schools personnel and Probation Department personnel. The Probation Department is typically staffed with a camp director, an assistant director, various levels of deputy probation officers (DPO's), community workers, and business services, maintenance and clerical staff. The Special Schools program is generally staffed with a principal, certificated teaching staff, aides, and appropriate classified personnel. The offices of the camp director and principal are usually physically segregated.

Exhibit V-1

JUVENILE JUSTICE SYSTEM

Activities Preceding Juvenile Camp Placement


Referral Agency A
Referral Agency B
Referral Agency C
Referral to Probation Department
Probation Department
Youth placed in Juvenile Hall by IDC*
Juvenile Hall
IDC prepares for Juvenile Court Detention Hearing
Juvenile Court
If case is not dismissed, youth is assigned according to action ordered by Juvenile Court
California Youth Authority
Juvenile Camp
Suitable Placement
Community Program
Youth Completes Program
Probation Aftercare Area Office

* IDC – Intake and Detention Control, Probation Department

Exhibit V-2

LOS ANGELES COUNTY PROBATION DEPARTMENT – ORGANIZATION CHART

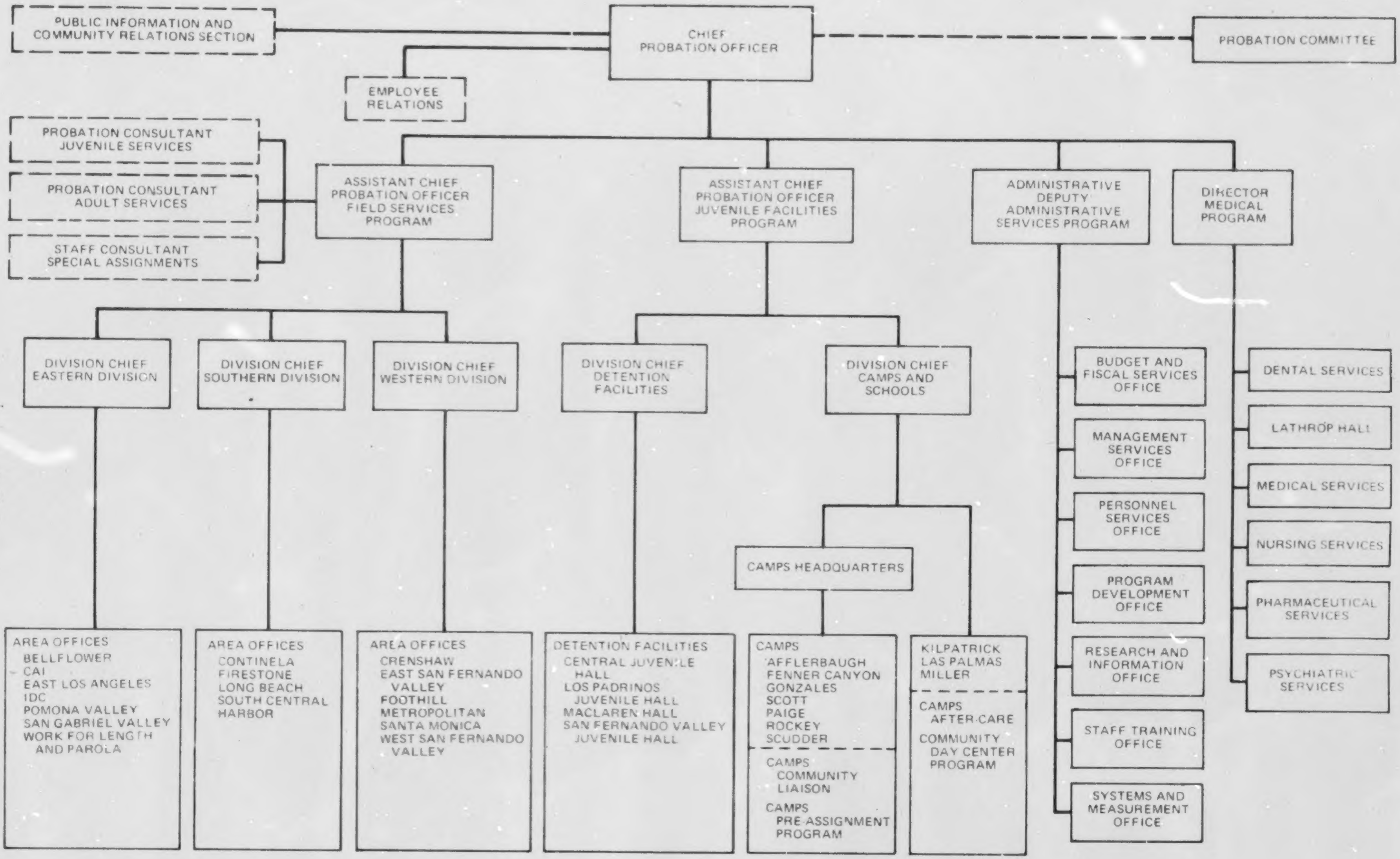

PUBLIC INFORMATION AND COMMUNITY RELATIONS SECTION
CHIEF PROBATION OFFICER
PROBATION COMMITTEE
EMPLOYEE RELATIONS
PROBATION CONSULTANT JUVENILE SERVICES
PROBATION CONSULTANT ADULT SERVICES
STAFF CONSULTANT SPECIAL ASSIGNMENTS
ASSISTANT CHIEF PROBATION OFFICER FIELD SERVICES PROGRAM
ASSISTANT CHIEF PROBATION OFFICER JUVENILE FACILITIES PROGRAM
ADMINISTRATIVE DEPUTY ADMINISTRATIVE SERVICES PROGRAM
DIRECTOR MEDICAL PROGRAM
DIVISION CHIEF EASTERN DIVISION
DIVISION CHIEF SOUTHERN DIVISION
DIVISION CHIEF WESTERN DIVISION
DIVISION CHIEF DETENTION FACILITIES
DIVISION CHIEF CAMPS AND SCHOOLS
CAMPS HEADQUARTERS
BUDGET AND FISCAL SERVICES OFFICE
MANAGEMENT SERVICES OFFICE
PERSONNEL SERVICES OFFICE
PROGRAM DEVELOPMENT OFFICE
RESEARCH AND INFORMATION OFFICE
STAFF TRAINING OFFICE
SYSTEMS AND MEASUREMENT OFFICE
DENTAL SERVICES
LATHROP HALL
MEDICAL SERVICES
NURSING SERVICES
PHARMACEUTICAL SERVICES
PSYCHIATRIC SERVICES
AREA OFFICES
BELLFLOWER
CAI
EAST LOS ANGELES
IDC
POMONA VALLEY
SAN GABRIEL VALLEY
WORK FOR LENGTH AND PAROLA
AREA OFFICES
CONTINELA
FIRESTONE
LONG BEACH
SOUTH CENTRAL
HARBOR
AREA OFFICES
CRENSHAW
EAST SAN FERNANDO VALLEY
FOOTHILL
METROPOLITAN
SANTA MONICA
WEST SAN FERNANDO VALLEY
DETENTION FACILITIES
CENTRAL JUVENILE HALL
LOS PADRINOS JUVENILE HALL
MACLAREN HALL
SAN FERNANDO VALLEY JUVENILE HALL
CAMPS
AFFLERBAUGH
FENNER CANYON
GONZALES
SCOTT
PAIGE
ROCKEY
SCUDDER
CAMPS COMMUNITY LIAISON
CAMPS PRE-ASSIGNMENT PROGRAM
KILPATRICK
LAS PALMAS
MILLER
CAMPS AFTER-CARE
COMMUNITY DAY CENTER PROGRAM

Exhibit V-3

ADMINISTRATIVE ORGANIZATION

OFFICE OF THE LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS

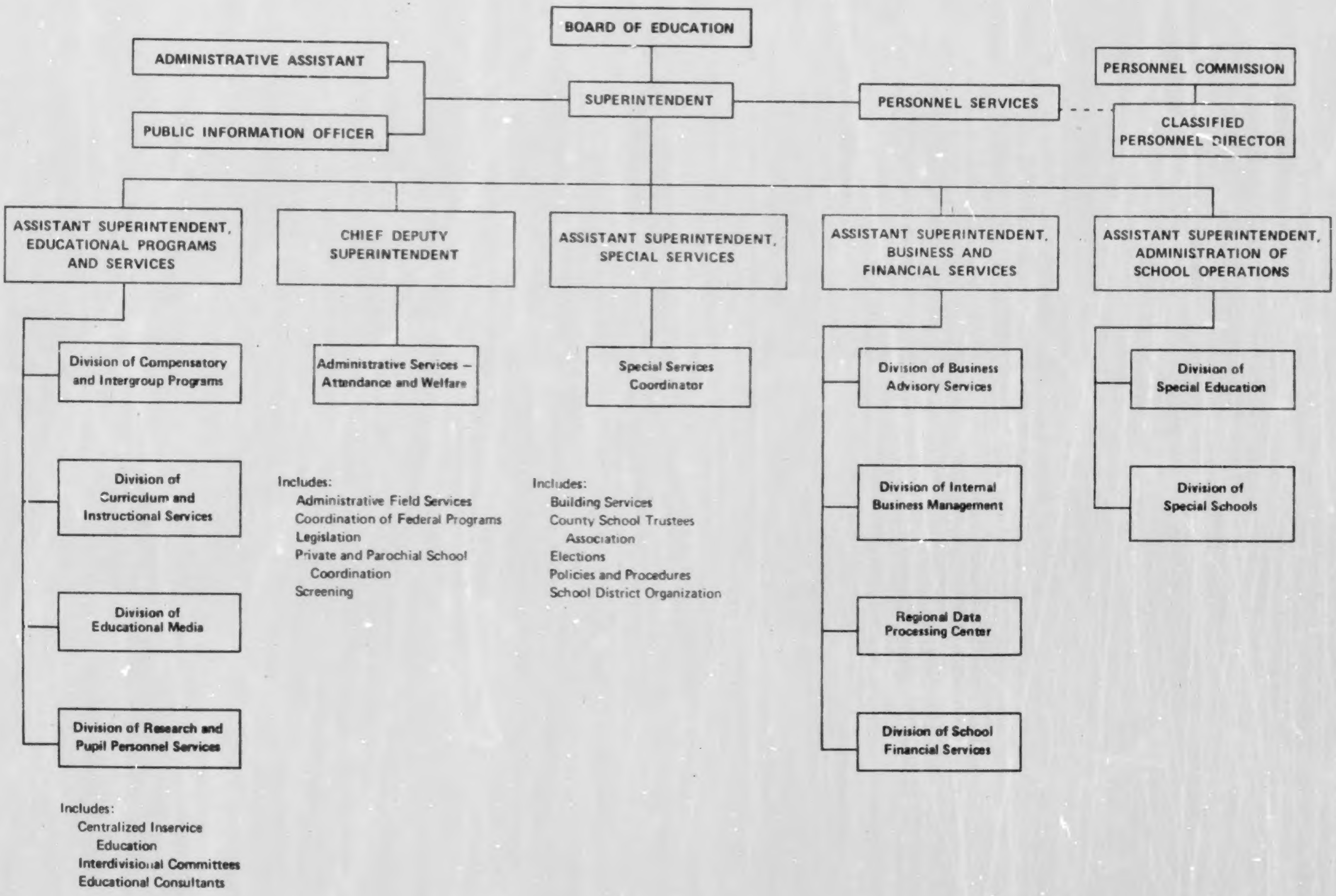
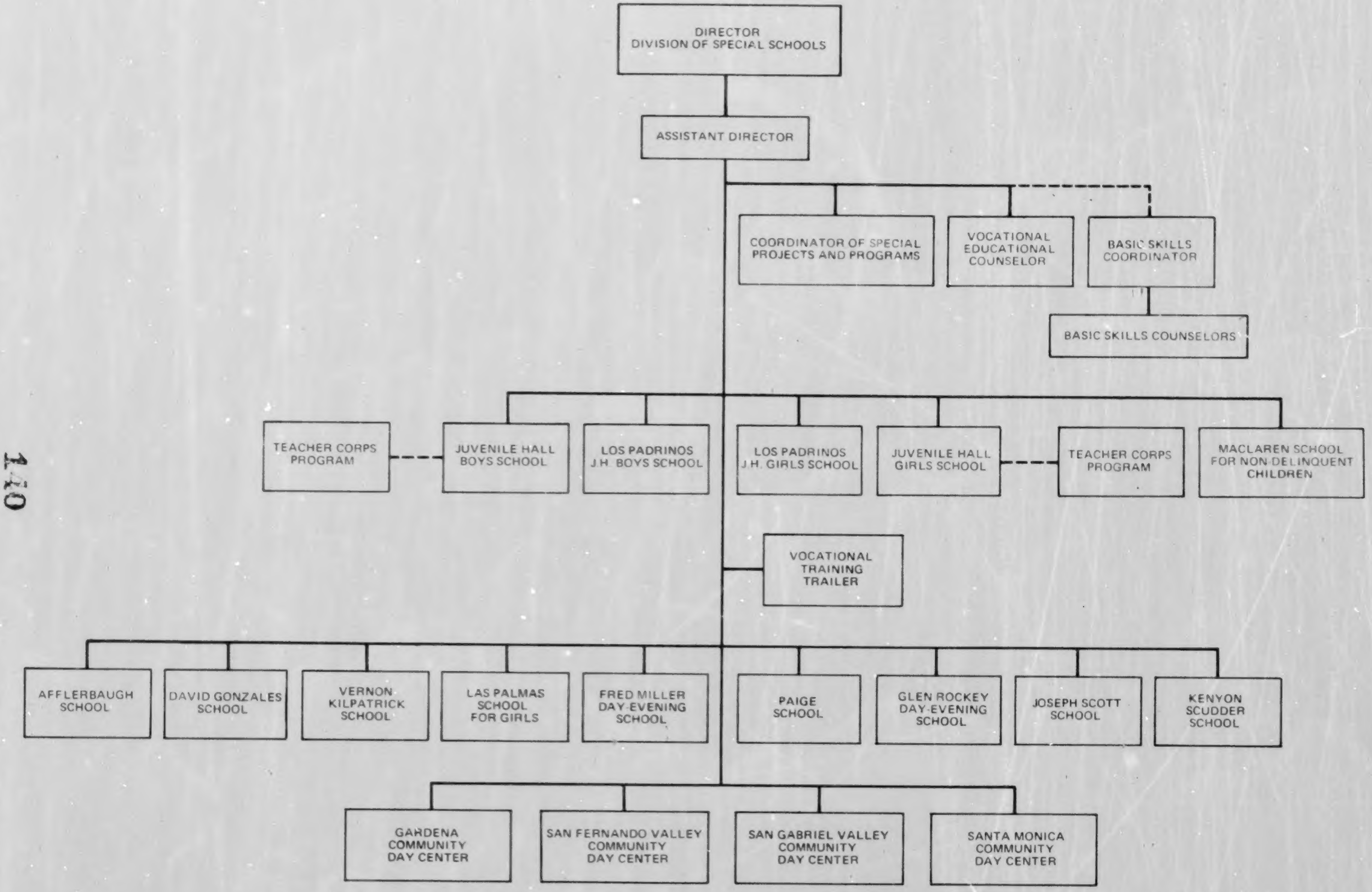

BOARD OF EDUCATION
SUPERINTENDENT
ADMINISTRATIVE ASSISTANT
PUBLIC INFORMATION OFFICER
PERSONNEL SERVICES
PERSONNEL COMMISSION
CLASSIFIED PERSONNEL DIRECTOR
ASSISTANT SUPERINTENDENT, EDUCATIONAL PROGRAMS AND SERVICES
Division of Compensatory and Intergroup Programs
Division of Curriculum and Instructional Services
Division of Educational Media
Division of Research and Pupil Personnel Services
Includes:
Centralized Inservice Education
Interdivisional Committees
Educational Consultants
CHIEF DEPUTY SUPERINTENDENT
Administrative Services – Attendance and Welfare
Includes:
Administrative Field Services
Coordination of Federal Programs
Legislation
Private and Parochial School Coordination
Screening
ASSISTANT SUPERINTENDENT, SPECIAL SERVICES
Special Services Coordinator
Includes:
Building Services
County School Trustees Association
Elections
Policies and Procedures
School District Organization
ASSISTANT SUPERINTENDENT, BUSINESS AND FINANCIAL SERVICES
Division of Business Advisory Services
Division of Internal Business Management
Regional Data Processing Center
Division of School Financial Services
ASSISTANT SUPERINTENDENT, ADMINISTRATION OF SCHOOL OPERATIONS
Division of Special Education
Division of Special Schools

Exhibit V-4

ADMINISTRATIVE ORGANIZATION – DIVISION OF SPECIAL SCHOOLS


DIRECTOR DIVISION OF SPECIAL SCHOOLS
ASSISTANT DIRECTOR
COORDINATOR OF SPECIAL PROJECTS AND PROGRAMS
VOCATIONAL EDUCATIONAL COUNSELOR
BASIC SKILLS COORDINATOR
BASIC SKILLS COUNSELORS
TEACHER CORPS PROGRAM
JUVENILE HALL BOYS SCHOOL
LOS PADRINOS J.H. BOYS SCHOOL
LOS PADRINOS J.H. GIRLS SCHOOL
JUVENILE HALL GIRLS SCHOOL
TEACHER CORPS PROGRAM
MACLAREN SCHOOL FOR NON-DELINQUENT CHILDREN
VOCATIONAL TRAINING TRAILER
AFFLERBAUGH SCHOOL
DAVID GONZALES SCHOOL
VERNON KILPATRICK SCHOOL
LAS PALMAS SCHOOL FOR GIRLS
FRED MILLER DAY-EVENING SCHOOL
PAIGE SCHOOL
GLEN ROCKEY DAY-EVENING SCHOOL
JOSEPH SCOTT SCHOOL
KENYON SCUDDER SCHOOL
GARDENA COMMUNITY DAY CENTER
SAN FERNANDO VALLEY COMMUNITY DAY CENTER
SAN GABRIEL VALLEY COMMUNITY DAY CENTER
SANTA MONICA COMMUNITY DAY CENTER

DECISION-MAKING PROCEDURES

The dual management aspect of the camps is perhaps the single most influential factor which has a bearing on the procedures for making and implementing decisions. Other factors such as the geographic barriers between the different elements of the system also play a major role in the decision-making process.

Roles and Responsibilities

As discussed in the previous section, the Probation Department's Chief, Camps and Schools is charged with the responsibility for the custody, health, welfare and safety of camp residents. The Division Chief delegates this responsibility to the Probation camp director but maintains administrative control over all camps. The camp director is responsible for the operation of the camps. His major tasks include:

- Planning and directing the rehabilitation program
- Developing and maintaining working relationships with the appropriate personnel for the Departments of Forestry and Health and the Division of Special Schools
- Reporting to and communicating with Probation administration
- Planning and preparing annual budget recommendations
- Planning and supervising the maintenance of buildings, equipment, and grounds.

In effect, the camp director is responsible for the total operation of the camp and, thus, all matters not specifically dealing with the administration of the educational program.

There are formal provisions for assuring communication links between all levels of the Probation hierarchy. These provisions include unit meetings, camp administrative staff meetings and conferences (involving camp directors and Probation administration).

The Director of the Division of Special Schools is ultimately responsible for the educational programs offered at the camps. The Director is charged with supervising all activities of the Special Schools, interpreting Special Schools policies to principals, teachers and other personnel and arranging meetings with Probation Department personnel for the purpose of coordination and policy decisions. The principal at each camp school is responsible for the operation of the school program at his camp. His major responsibilities include:

- Obtaining the approval of the Director of Special Schools for camp activities
- Calling meetings of teachers for the proper administration, the coordination of tasks and the improvement of instruction
- Maintaining school property
- Devoting time to the general supervision of teaching activities, improvement of instruction and discipline and visitation of classes.
- Attending evaluation and staff meetings called by the Probation Department or furnishing information needed.

Teachers and Decision-making

Interview responses suggest that the teaching staff exercise a great deal of autonomy in the classroom. In the past, the Special Schools administration has not been heavily involved in the decision-making (curriculum development, materials, etc.) at the camp level. Conversely, interview responses also indicate that the teaching staff feels that it has had little input to administrative policy decisions.

Student Removal from Class

From the perspective of the camp schools operation, several sources of conflict arise which are, in part, caused by the authority vested in the camp director and Probation Department. One apparent source of conflict, according to the teaching staff, is the "arbitrary" removal of camp students from the classroom for counseling or work assignments. The decision for students to be removed is made by the Probation Department. The teaching staff frequently indicated that the decision to remove students was made independent of consideration of educational or classroom needs.

Work-Study Programs

Interview responses indicate that students have been detained in work-study programs when scheduled for school instruction. The magnitude of this problem has not been ascertained, but it is apparent that decisions have been made which delayed or otherwise shortened some students' time in the classroom, thus diminishing the effectiveness of educational programs.

Disciplinary Problems

Determining student disciplinary standards and consistently applying those standards are sources of problems according to both Schools and Probation staff. There appears to be some clarification needed in the respective roles of Schools and Probation staff with respect to student disciplinary action. Teachers indicated that they are unclear about the source of disciplinary action. On the other hand, the Probation staff indicated that camp school teachers are unwilling or do not have the ability to adequately deal with minor disciplinary problems. In the regular school system, disciplinary problems are handled routinely by the principal or vice-principal. Yet in the camp classroom, there is evidence to suggest that, in many cases, the teacher automatically refers disciplinary problems directly to the Probation Department for disposition. Some Probation staff indicate that they prefer it this way as the teachers in question do not have the proper training to deal with these problems. Others state that teachers "don't want to be bothered."

Criticisms were voiced by both Schools and Probation personnel, as well as students, regarding the inconsistency of student behavior standards enforced by the two departments. The Schools staff frequently indicated that the Probation Department was "too lax" while the Probation Department indicated that the teachers are "disciplinarians." The critical point is that a difference in the behavior standards and/or enforcement of the standards exists and this difference is detrimental to the rehabilitation of camp youth.

Adjudication of Divergent Views

It is difficult to identify a formal structure for the adjudication of divergent views between Special Schools and Probation personnel. This difficulty stems primarily from the organizational relationship between the two agencies. For example, when a divergent view between a teacher and a DPO surfaces and cannot be resolved, reporting relationships indicate that the teacher may refer the matter to the principal while the DPO may refer the matter to the camp director. Data suggests, however, in some cases, that the communication link between principals and directors is not strong. The problem may not be readily resolved, or a decision may be made by the camp director or principal without due investigation into the problem area. Consequently, there is a need for a semistructured procedure for resolving problem areas which concern both staffs.

LINES OF COMMUNICATION

Initial findings suggest that the effectiveness of the camp system is hampered by weaknesses in the lines of communication. These lines of communication include both those between the different elements of the Probation and Schools staff and those within the Division of Special Schools. These difficulties in effective communication are generally well recognized. Thus, the thrust of the study in this area has been to determine the cause of communication problems and the barriers which prevent a ready solution.

Survey Results

Interview questions concerning the communication patterns within the camp system were directed toward establishing the existing horizontal and vertical patterns among all related agencies of the camp system and determining the barriers to effective communication. Numerous questions focused on the nature and extent of communication between the student and the Schools staff, the Probation Department and Special Schools, and the vertical communication within Special Schools. The relationship of these communication patterns to program effectiveness was also of major concern.

There are apparent differences between the frequency of communication initiated by the Special Schools staff and by Probation staff concerning student needs. Over 35% of the Probation staff indicated that they did not consult with Schools personnel regarding individual student needs. On the other hand, only 19% of the Schools staff indicated that they did not consult with the Probation Department for this purpose. Approximately one quarter of each group indicated that they consulted with personnel in the other agency regarding the needs of *each* student.

A similar communication pattern exists with regard to student progress. Approximately 43% of the Schools staff indicated that they periodically consult with Probation personnel concerning the progress of *all* students. Approximately one-third of the Probation staff indicate that they consult with the Schools staff in the same manner.

Over 85% of the teaching staff indicated that they generally consult with the student to determine basic educational needs and to discuss student progress, strengths and weaknesses. Approximately 65% of the Probation staff indicated that they discussed basic educational needs with the student, while over 55% of the Probation staff said that they discussed student educational progress, strengths, and weaknesses with the students. (Although these percentages do not include the responses of central administrative personnel, the responses from principals, camp directors and others who have administrative responsibilities are included. These personnel would not generally be expected to discuss student needs, progress, etc. with individual students.)

Almost half of the Schools staff indicated that they spend little or no time counseling individual students outside the scheduled class hours. Of those who do spend time counseling students, the most frequent response concerning the amount of time spent was twenty to thirty minutes per day outside of class hours. Overall, approximately half of the total teaching staff believed that they had adequate counseling time.

Over 65% of the Probation staff responses and 50% of the Schools staff responses indicated that increased communications between elements of the Special Schools and elements of the Probation Department would have a significant, positive effect on the effectiveness of the educational programs. Some of these respondents referred to specific elements of the system that needed increased communication (e.g., increased communication between Special Schools administration and Probation administration). Other channels of communication were frequently mentioned by both Probation and Schools personnel. These included channels between:

- Special Schools and public schools
- Different elements within Special Schools (e.g., between teacher and principal, teacher and administration, etc.).

Both the Probation and Schools staffs were asked to list the barriers to effective communication with:

- Special Schools staff
- Probation Department personnel

- Other agencies
- Students

1. *Barriers between Probation and Special Schools*

Over one-third of the Schools staff indicated that there are no barriers to communication between Probation and Special Schools. Those who perceived barriers to communication identified the following barriers (shown with the corresponding frequencies of response):

Poor attitude, apathy	22%
Different philosophy, goals	14%
Lack of time	14%

In response to the same question, approximately 16% of the Probation staff said that there were no barriers to communication. Those who felt that barriers exist identified the following barriers (shown with the corresponding frequencies of response):

Lack of time	31%
No organizational interface	18%
Poor attitude, apathy	6%

2. *Barriers among Probation Staff Members*

Two of every three respondents indicated that there is no barrier to communication among Probation staff members. Lack of time was ranked as the most important barrier by those who felt barriers exist.

3. *Barriers among Schools Staff Members*

Approximately half of the Schools staff believe that there are no barriers to communication. Of those who did identify barriers, these barriers included the following (in descending frequency of response):

- Lack of time and availability

- Geographic location
- Lack of initiative and/or response by central administration.

4. *Barriers between Other Agencies and the Probation and Schools Staffs*

Approximately 60% of both the Probation and Special Schools staff indicated there are no barriers affecting communications with other agencies. The remaining 40% of each staff mentioned the following barriers: lack of time, no need, different attitudes and geographic separation.

5. *Barriers between Students and the Probation and Schools Staffs*

Approximately half of the Schools staff and 60% of the Probation staff said there are no barriers between students and the respective staffs. Those on the Schools staff who did feel barriers exist indicated that the most important barriers were lack of time, scheduling problems and student hostility. Similarly, the Probation Department thought that lack of time and the authority relationship were the most critical barriers to communication with students.

Special Schools and Probation Communication

It is apparent from the above interview responses that poor communication between Special Schools and the Probation Department is perceived as having the most critical effect on program effectiveness. The typical barriers indicated included: poor attitude, apathy, different philosophy, goals, lack of time and the absence of any organizational interface. These barriers generally describe inhibiting factors but do not isolate the cause of conflict between the two staffs.

Additional data indicates that the conflict between the staffs is based in part upon the characteristics of the traditional roles attributed to each staff. The primary issues are:

- teacher's working day
- Special Schools vacation policy

- salary differences between "equivalent" positions in the organizations (e.g., principal and camp director)
- no clear definition of the roles and responsibilities of each organization.

These factors have tended to create an environment of latent hostility between Schools and Probation personnel. Probation personnel react against what is perceived as a short working day ("teachers leave at the bell") and the fact that the teaching staff has major holidays (Christmas and Board holidays) even though the camp facilities must, by necessity, operate year-round. Salary differences between personnel of "equal" rank are also an underlying cause of hostility (e.g., the maximum annual salary for school principals is $22,000, and for camp directors is $21,790). Perhaps the most pervasive source of conflict is the fact that there is no clear definition of the roles and responsibilities of the DPO and the teacher. As a consequence, the interaction between the DPO and teacher does not occur at all or it occurs without a sense of what should be accomplished and "who should do what."

It is evident that the barriers to effective communication exist because of people problems, not language problems. As long as feelings of resentment exist and as long as the roles and responsibilities of the Schools and Probation functions are ill-defined, communication will continue to be a problem. Hence, there is a need to clearly define the roles and responsibilities of the Schools and Probation staffs and to clearly define the nature and purpose of effective communication between the two organizations.

BUDGET RESOURCES

Division of Special Schools

The total operating budget for the Division of Special Schools includes several budget units which are not associated directly with the juvenile camps. These units include juvenile halls, community day centers and the Teacher Corps. A budget history for the entire division is shown in Exhibit V-5. As shown, the total budget allocation has increased 50% from fiscal year 1968-69 to 1972-73. During the same period, the average daily enrollment (ADE) in Special Schools has declined 34% to 1,469. Consequently, the cost per ADE has increased over 150% over that period.

The camp schools budget (excluding central administrative costs and Basic Skills costs) approximates 40% of the total Division budget. As shown in Exhibit V-6, those budgeted expenses directly attributable to the operation of camp school programs are equal to $1,409,526 for the fiscal year 1972-73, an increase of approximately 20% over the prior year.

The proposed 1973-74 budget for the Division contains some major changes from the previous budget year. There will be a substantial increase in the administrative operating budget and equipment budget. Items such as contract consultants (e.g., reading consultant, library improvement, learning consultant, etc.) have been budgeted for and air conditioners have been requested for all schools which do not have air conditioners.

The proposed number of certificated positions in the Division has been increased by 54 over the number specified in the 1972-73 budget. New or increased positions at the administrative level include a Basic Skills coordinator, a strategies and media consultant, educational counselors, a vocational counselor, intake staff and pupil personnel workers. Funding for the increased staff may not be available because of presently pending legislation action.

Probation Department

The most significant development affecting the Probation Department budget has been the changing student population over the past three years. The population dramatically decreased from the period 1969-70 to 1971-72, which resulted in the closing of two camps (Munz and Mendenhall) in January 1972. The population since 1971-72 has begun to rise and that rise will be reflected in increased costs.

The closing of two camps allowed the Department to make major changes in the treatment programs. The Camp Miller program has been strengthened and Camp Kilpatrick's program is geared solely to treat chronic AWOL's. No major new programs are being implemented at Las Palmas. The Treatment Section, however, is being strengthened to provide for an expected increase in the turnover of students.

Exhibit V-7 is a budget history for the Probation Department's boys camp program and Exhibit V-8 is an equivalent history for Las Palmas School for Girls.

Exhibit V-5

FINANCIAL SUMMARY
DIVISION OF SPECIAL SCHOOLS

INCOME SOURCES										AVERAGE DAILY ENROLLMENT			
(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)
Year	State	Percent of total	County	Percent of total	Federal	Percent of total	Total	Percent of increase ovei prior year	County tax rate	ADE	Percent of increase over prior year	Cost per ADE	Percent of increase over prior year
1. 1968-69	$1,283,389	49.69%	$1,130,624	43.77%	$ 168,997	6.54%	$2,583,010	– %	–	2,246	– %	$ 1,150	– %
2. 1969-70	1,267,386	45.12	1,360,772	48.45	180,528	6.43	2,808,686	8.74	–	2,138	(4.80)	1,314	14.26
3. 1970-71	1,227,933	39.01	1,656,698	52.63	262,996	8.36	3,147,627	12.07	–	1,910	(10.66)	1,648	25.42
4. 1971-72	946,309	29.54	2,011,210	62.78	246,123	7.68	3,203,642	1.78	.0109	1,469	(23.08)	2,184	32.52
5. 1972-73	946,309	22.17	2,921,868	68.46	399,864	9.37	4,268,041	33.22	.0147	1,469	–	2,905	33.01

Exhibit V-6

CAMP SCHOOLS BUDGETS
1971-72 and 1972-73

TOTAL BUDGET

	Certificated Salaries		Classified Salaries		Other		Total	
	71-72	72-73	71-72	72-73	71-72	72-73	71-72	72-73
Kilpatrick	$ 103,524	111,194	8,700	9,135	8,900	14,690	121,124	135,019
Miller	40,796	157,407	–	9,135	2,224	13,165	43,020	179,707
Munz	118,488	–	–	–	8,768	–	127,256	–
Scott	120,612	111,194	–	9,135	8,842	12,488	129,454	132,817
Scudder	112,224	111,194	8,700	9,135	9,432	11,540	130,356	131,869
Gonzales	114,048	111,194	4,350	9,135	8,609	12,131	127,007	132,460
Mendenhall	40,796	–	–	–	2,224	–	43,020	–
Rockey	40,796	193,981	–	9,135	2,224	15,651	43,020	218,767
Afflerbaugh–Paige	238,224	262,208	7,779	9,135	22,798	31,536	268,801	302,879
Las Palmas	131,616	148,937	8,700	9,135	12,644	17,936	152,960	176,008
Fenner*								
	$ 1,061,124	1,207,309	38,229	73,080	86,665	129,137	1,186,018	1,409,526

*The educational services for Camp Fenner are provided by Teledyne Packard Bell under Federal funding.

NOTE: BASIC SKILLS PROGRAM (TITLE I, ESEA) IS NOT INCLUDED.

Exhibit V-7

PROBATION DEPARTMENT
BUDGET HISTORY – BOYS CAMPS

Expenditures

	1968-69	1969-70	1970-71	Estimated 1971-72	Budget 1972-73 Request	Budget 1972-73 Recommend
Salaries and employees' benefits	$ 3,505,649	4,292,174	5,516,796	5,159,833	5,432,199	4,997 396
Service and supplies	798,120	811,115	786,034	823,292	769,770	679,207
Other charges	–	–	60,857	68,740	129,139	50,088
Fixed assets - equipment	8,167	11,611	7,296	2,465	30,030	6,090
Gross total	4,311,936	5,114,900	6,370,983	6,054,330	6,361,138	5,732,781
Less costs applied	56,506	40,412	36,642	42,195	67,077	22,990
Net total	$ 4,255,430	5,074,488	6,334,341	6,012,135	6,294,061	5,709,791
Special jobs	$ 13,472	15,260	19,975	905	–	–

Revenue Receipts

	1968-69	1969-70	1970-71	Estimated 1971-72	Budget 1972-73 Request	Budget 1972-73 Recommend
General fund	$ 1,168,791	1,021,500	958,279	627,867	864,897	769,271
Total	$ 1,168,791	1,021,500	958,279	627,867	864,897	769,271

Budgeted Positions

	1968-69	1969-70	1970-71	Estimated 1971-72	Budget 1972-73 Request	Budget 1972-73 Recommend
Total	$ 320.5	326.5	413.0	–	438.9	432.6

Exhibit V-8

PROBATION DEPARTMENT
BUDGET HISTORY – LAS PALMAS SCHOOL FOR GIRLS

	Expenditures				Budget 1972-73	
	1968-69	1969-70	1970-71	Estimated 1971-72	Request	Recommend
Salaries and employees' benefits	$ 929,946	989,177	1,091,896	1,241,530	1,308,614	1,265,199
Service and supplies	84,087	92,618	79,103	96,752	125,091	108,282
Other charges	–	–	1,221	1,300	1,300	1,300
Fixed assets - equipment	2,330	2,521	2,563	1,660	9,000	3,205
Gross total	1,016,363	1,084,316	1,174,783	1,341,242	1,444,005	1,377,986
Less costs applied	–	–	–	–	–	–
Net total	$ 1,016,363	1,084,316	1,174,783	1,341,242	1,444,005	1,377,986
	Revenue Receipts					
General fund	$ 118,293	116,370	116,820	117,631	117,631	117,631
Total	$ 118,293	116,370	116,820	117,631	117,631	117,631
	Budgeted Positions					
Total	$ 103.4	103.4	103.4	108.7	–	–

EXISTING INFORMATION SYSTEM

The existing information system, pertaining to individual students, consists of data which flows into the Special Schools and Probation files. This data includes:

- school reports, transcripts (both Special Schools and public schools)
- clinical workups
- test results (aptitude and achievement tests)
- medical/health records
- Court and Probation records.

Two separate problems concerning the information system were apparent during the course of the study. First, critical data (which is normally maintained) such as test scores, and public school transcripts are not always available in the students' file. For example, nearly 30% of the nonrecidivist males' camp school files did not have intelligence level data and 25% did not have data pertaining to the students' educational program prior to placement. This is not to say that the data does not exist, but simply that the data was not contained in the students' files at the time of review. There are apparently three primary reasons why data is missing from student files:

- The data does not exist
- The data is being used by Schools or Probation personnel
- The data has not been placed in the file because the camp schools system has not yet received the data (e.g., public schools may be slow in sending public school records).

Second, the data contained in student files is not always sufficient or adequate to meet the requirements of the teachers in determining individual student needs. Nearly one quarter of the teaching staff said that the available diagnostic information does not help, and another 40% of the staff said that the information was helpful but not sufficiently comprehensive. The suggestions of those teachers who felt that additional information is needed included those shown on the following page.

- culturally valid evaluative tests
- follow-up data on students
- student behavior modes and learning styles
- a more complete or better clinical workup.

STAFFING AND TRAINING

The quality and availability of human resources is the single most critical element in an effective educational program. Human resources include the teaching staff, teaching aides, classified staff, consultants and administrative staff. To a certain extent the quality of the staff is a limiting factor on effectiveness. That is, additional materials, new facilities, more creative teaching methods, and better information will result in little or no marginal return in terms of educational effectiveness if the staff does not possess the appropriate professional and personal qualifications. On the other hand, a system faced with inadequate materials, facilities and other physical resources can be improved dramatically by the addition of a qualified and motivated staff. Both the Special Schools and Probation staffs repeatedly emphasized the importance of a well-qualified staff. When asked to rank the order of importance of several key variables (including teacher/pupil ratio, facilities, class assignment of students) on educational effectiveness, personnel qualifications was ranked first.

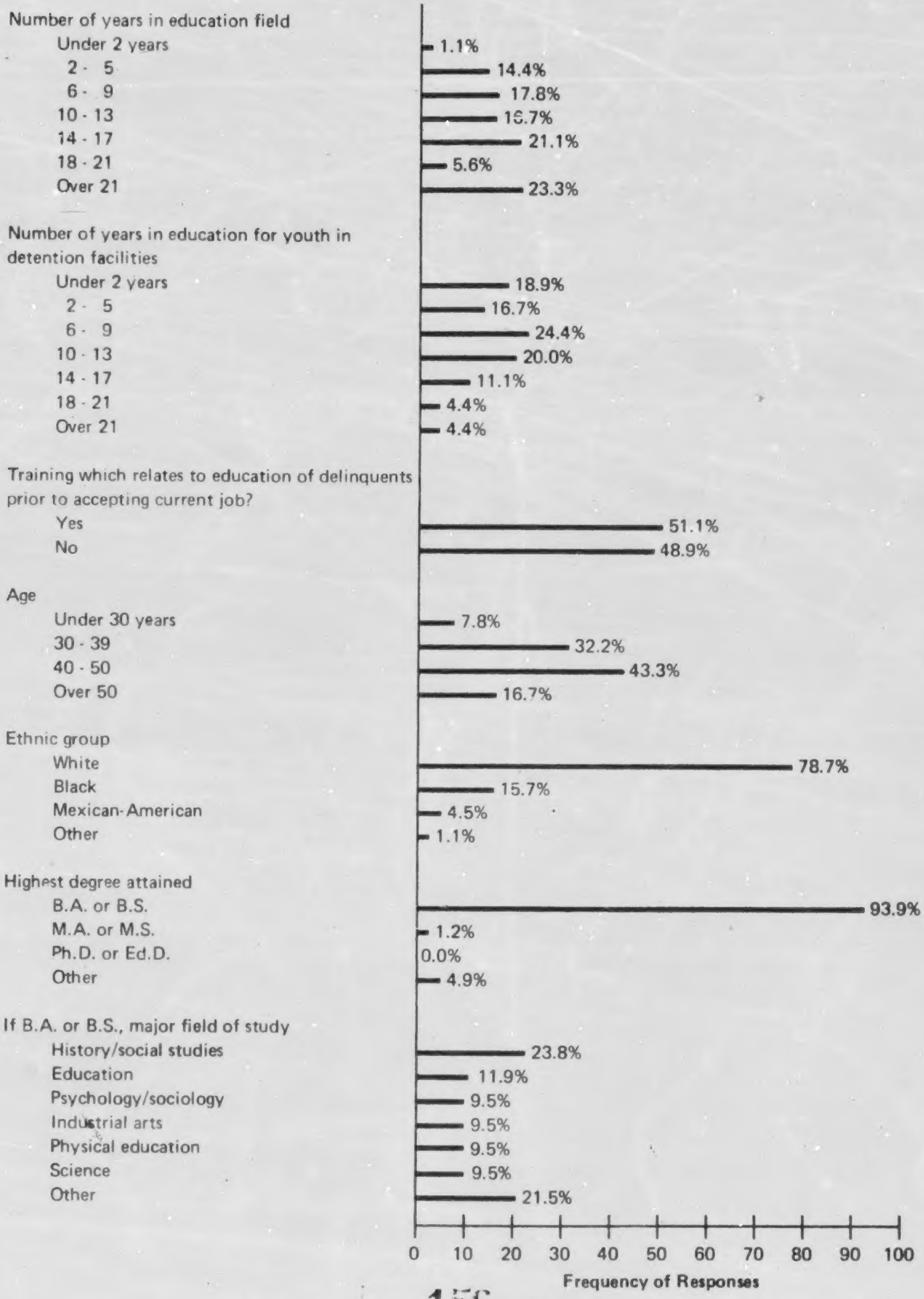
Staff Data

Interview responses provided the data base from which to construct a composite profile of the current Special Schools staff. Exhibit V-9 graphically illustrates the profile according to the following parameters:

- Number of years in education field
- Number of years in education for youth in detention facilities
- Training relating to the education of delinquent (prior to present job)
- Age
- Ethnic group
- Highest academic degree attained
- Major field of study.

Exhibit V-9

SPECIAL SCHOOLS STAFF PROFILE



Several staff characteristics shown in Exhibit V-9 should be noted. Approximately half of the staff has been in the education field over 14 years, while half has been involved with education for youth in detention facilities over 8 years. The median age is approximately 40 years, yet 7.8% of the staff is under 30 years of age. The ethnic balance of the Schools staff does not coincide with the camp population ethnic balance. While the portion of minorities on the camp staff is slightly over 20%, approximately two-thirds of the camp population is comprised of minorities.

Personal and Professional Staff Profile

In the course of student and staff interviewing, respondents were asked to indicate desirable characteristics of camp schools staff. The Schools and Probation staffs specified the following professional characteristics or attributes most frequently:

- Training/education in deviant behavior
- Counseling/psychology experience
- Field experience with delinquent kids
- Good, general education, knowledge of subject matter
- Cultural, ethnic awareness.

The Schools and Probation staffs were also asked to indicate personal characteristics and attributes necessary to work effectively in the camp schools environment. The most frequently listed responses are as follows:

- Honest, open, patient, sensitive
- Like people, especially kids
- Tolerance
- Concern, commitment
- Warm, understanding
- Flexible
- Stable.

Students were asked what kind of teachers they liked most. The responses were diverse, but several characteristics were consistently mentioned by all of the student subpopulations. A common theme among the responses related to the teacher who attends to *individual* student needs. Responses such as "helpful and caring of individual" and "interested in student as individual" were common. Another common response of the students was that good teachers are the kind that the student can respect and "relate to." Other frequent responses included "interesting" teachers who know their subject and explain clearly. Over 8% of all the student respondents indicated that they liked teachers who "made the student work." In addition, many students indicated that it was important for teachers to be prepared for class, yet approximately 38% of all student respondents felt that their teachers did not come to class well-prepared.

At the present time, almost all of the teachers at the male camps are male, while the reverse is true at Las Palmas. A significant number of the male students indicated a desire to have female teachers. Many indicated that they could "relate better" with women and that they had more respect and would hesitate to "act up" in a woman's classroom.

Teacher Recruiting

Central administrative personnel indicated that, for the most part, camp school teachers originate from the regular school system. In general, the most successful method of hiring new staff members has been to identify and recruit teachers in the regular school system who have demonstrated a high degree of effectiveness and who appear to possess attributes which will lead to success in the camp school environment. It has been noted that many of the behavior patterns and academic deficiencies found in the camp school population can also be found in inner city schools. Consequently, an effective inner city teacher has a high likelihood of being an effective camp school teacher. Historically, the method of identifying potential camp school teachers has been to work through personal relationships with individuals outside the camp school system.

Teacher/Pupil Ratio

The teacher/pupil ratio has been identified as one of the key variables in an effective educational program. Although not as critical as personnel qualifications, the teacher/pupil ratio is particularly important in the context of the camp school environment.

Historically, the camp schools have been viewed as an extension of the public school system; that is, camp schools are facilities which provide the same services as public schools to a particular set of students, many of which return to the public school system. In terms of funding, the camp schools have functioned with typical classroom ratios of 1:12 to 1:14 (not including the Federally supported Basic Skills program). It should be recognized, however, that the camp schools are *not* analogous to the public schools in many respects. There are several major factors which differentiate the camp schools from community schools:

- The continual turnover of the camp school population
- The frequency and severity of educational deficits
- The relatively short period of confinement
- The long-term potential benefits of student success in camp school
- The greater likelihood of serious classroom disruptions because of hostile students.

These factors all indicate a need for higher teacher/pupil ratios.

It should be noted that a significant portion of the camp population exhibit characteristics similar to those in the Special Education educationally handicapped classes where high teacher/pupil ratios are typical.

Schools staff members indicated that a high teacher/pupil ratio is most needed in the remedial classes and that lower ratios may be appropriate for other nonremedial classes. Staff members indicated paraprofessional staff such as teaching aides can help teachers to individualize and focus on individual student needs.

Support Services

The reasons discussed above also provide a strong rationale for additional support staff. In addition, interview responses indicated a pressing need for additional support services. In response to a question concerning the type of additional personnel which would make the educational program more effective, the Schools staff frequently answered as follows:

- More paid teachers' aides
- School counselors

- More clerical workers
- Vocational counselors
- Pupil/personnel coordinators.

Auxiliary staff needs are also apparent at the central administration level. In terms of contract consultants, both reading and learning consultants have been budgeted for in the proposed 1973-74 budget. Other needed coordinating and counseling services have also been budgeted for. For example, new or increased administrative-level positions include a Basic Skills Coordinator, a strategies and media consultant, educational counselors, a vocational counselor, intake staff and pupil personnel workers.

Training

A comprehensive staff training program for camp schools staff is critical for several reasons. It can improve the skills of all staff members, particularly those who are marginally effective. It can provide a mechanism for keeping all staff up to date in instructional techniques and methods which have proven successful in other camps or other rehabilitation programs (e.g., California Youth Authority). It can provide training which focuses specifically on the education of delinquent youth in a detention setting.

It is apparent from the study that the prescribed course of study in teacher training institutions leading to certification does not adequately prepare a teacher to deal with the educational and behavioral problems of students confined in detention facilities. In addition, there is no formal in-service training program responsive to the special requirements found in detention camps. Approximately 90% of the Schools staff indicated that classroom teachers need instructions in ways to cope with students in detention facilities and that the current method of preparing teachers is inadequate.

Much of the teachers' college training is geared to operating in the public school system and teaching the "average" student. Little emphasis is placed on teaching students with serious learning problems or students who exhibit some degree of deviant behavior. Consequently most teachers' formal education does not provide adequate preparation to function in the camp schools environment. Presently, there is no "internship" of formalized training period for newly recruited teachers.

The study survey indicated a number of areas in which increased training is needed. These areas included:

- Behavior modification and rehabilitation methods
- Classroom management of delinquents in a detention environment
- Successful practices, new techniques and creative solutions relating to the education of juvenile delinquents
- Orientation to implementation of new, recommended program procedures
- Design of individualized instructional programs.

PART C. RECOMMENDATIONS

I – GENERAL DISCUSSION

Many expectations for this study have been stated by a number of involved people during the course of the project. Almost all of the individuals interviewed agreed that the recommendations resulting from this study should directly or indirectly contribute to the successful return to the community of the juvenile ward population of the camp system. There were, however, many conflicting opinions on the priority of specific needs, the cause and effect of problem areas, and on the best approach for improvement. It is entirely predictable that each individual would consider his special area of interest or personal conditions with more concern than for the system as a whole. Yet it must be recognized that within the system concept, improvements can be most effective.

Completion of this study and the implementation of the recommendations presented herein will not solve all the problems confronting the juvenile camp system. Because the system operates in a dynamic environment and is, in many instances, constrained or affected by changing conditions beyond its control, improvement is a never-ending project. Accordingly, this study should not be considered an end in itself, but the beginning of a continuing self-evaluation and improvement process.

While the opinions and suggestions of a number of people were sought and freely given, the study recommendations were developed independently by the project team, in order to remain objective and eliminate bias. It is highly probable, therefore, that some of the recommendations have previously been considered by agency management or have been programmed for implementation. It is recognized that some of the recommended changes would have been realized long ago had the required resources been available. In these cases, it is hoped that the findings resulting from this study will provide the impetus for reexamining priorities and supporting necessary improvements.

II – KEY DECISION POINTS

There are several significant factors that impact on the ability of the camp schools to provide an effective educational experience for juvenile wards of the courts in residence at detention facilities. Analysis of the findings documented in Part B indicates that most of the problems confronting the camp school system evolve, directly or indirectly, from the following factors:

- Dual management of the camp system by the Probation Department and the Special Schools Division complicates the coordination and communication problems inherent in almost all large organizations.
- The educational component of the camp program cannot be considered separately, but must be designed and operated in the context of the total treatment and rehabilitation program.
- Each child represents a unique set of needs and requirements which must be dealt with on an individual basis.
- The social, emotional, and educational needs involved in individual treatment programs are interdependent; accordingly, the development of an individualized program for each child must be the concern of *both* the Probation Department and the Division of Special Schools.

Decisions on these key factors will have a significant impact on other problem areas and on the total system concept. Recommendations involving these basic system concepts are therefore presented initially to provide the framework for the specific functional and operational recommendations that follow in subsequent sections.

MANAGEMENT MODE

Throughout the entire study, the area most often cited as a barrier to developing and maintaining effective operations is the dual management mode under which the camp system is operated. It is recognized that coordination and communication in any large organization present critical problems. These problems are naturally compounded and increased when responsibilities and leadership are shared between two distinct agencies with entirely separate reporting relationships.

There can be little academic argument that maintaining an organization with a single authority and a direct, highly visible reporting hierarchy is preferred to one with dual control and fragmented responsibilities. Historically, in the context of the camp school system, multiagency control has been characterized by lack of adequate coordination and communication and by staff morale problems. This has diminished the effectiveness of the camp program in general and the school programs in particular.

Several alternative approaches to solving this problem were suggested and examined during the project. Each alternative was considered in terms of functional effectiveness, practical application, and the problems involved in implementation. A summary of the analyses that lead to the recommended approach is presented below.

The first alternative considered was to retain the existing dual management system with appropriate improvements. It has long been recognized that a number of problems and conflicts within the camp system stem from the *quality* of communications and coordination between the two agencies. Until recently, little has been accomplished in resolving these conflicts. During the past two years, however, management of both the Probation Department and the Special Schools Division have been moving toward increased cooperation and common purpose.

While some improvement is apparent, particularly on the top management level, there remain a number of problem areas that can be eliminated or lessened through relatively uncomplicated changes. In addition, over time, the improvements already visible at the management level will filter down to the lower organizational levels. As the respective staffs begin to see the results of management efforts to cooperate and integrate their activities, and when individuals work for mutual goals on a one-to-one basis, it is anticipated that morale will improve and hostility between the staffs will diminish.

One advantage to dual management is that it provides a system of checks and balances. Another advantage to maintaining the existing structure is that implementing changes or improvements would not be nearly as disruptive or traumatic as some of the other options available. However, to make the system more effective in its present format requires a change in attitude among all segments of the organization. It can be argued that change is more acceptable when it is most dramatic; that is, a completely new or different structure might be easier to implement than bringing about improvements in a familiar environment. It can also be postulated that an excellent dual management system would still be inferior or less desirable than if the responsibility and authority were vested in a single agency.

An alternative to the dual management mode would be to vest all responsibilities in one or the other of the two agencies. For example, the Probation Department would organizationally assume all educational functions, and the teaching staff would report directly to the camp director. Teachers would be subject to the same policies, rules, and procedures that apply to deputy probation officers. The same arrangement could be developed wherein the Special Schools Division would assume the responsibility for Probation functions, and, in effect, would become the single agency "in control" of the camp system.

This type of organization would tend to pull all segments of the camp system together into an integrated operating unit. While this alternative fulfills the single management concept, it almost certainly would create as many problems as it would solve. There is no doubt that control of salaries, promotions, etc., by either of the agencies would alleviate some of the fragmented loyalties and separatism apparent in the existing system.

To implement this alternative would require extensive enabling legislation on both a State and County level. Moreover, concurrence by the respective unions and professional associations could prove difficult.

Before such a change is seriously considered, a test program should be conducted to ascertain whether the restructuring would be sufficiently beneficial to warrant the difficulties of implementation.

Another alternative considered was the consolidation of all camp probation and education functions and activities into a single agency, independent of either the Special Schools Division or the Probation Department, responsible directly to, say, the Juvenile Courts. The camp staff would be made up of both counselors (DPO's) and educational specialists (teachers). Pay schedules, career paths, and personnel policies and procedures would be developed on the basis of the total system concept; that is, for example, job classifications and salary ranges for all categories would be compatible in relation to each other.

This concept appears to offer the most promise in moving toward single management. Such a system has been successfully demonstrated by the California Youth Authority as highly effective in dealing with similar problems. It would, of course, require some changes in existing laws and County policies. Even if current camp staffs remained intact and only job titles were changed, increased coordination could be expected among peers under the same organizational umbrella. Attitudes are slow to change, however, and some residual feelings of loyalty to the parent organization may remain. Over time, these feelings could be expected to diminish and the staff will come to accept, or at least tolerate, the inevitable. In addition, the makeup of the staff will certainly change through expansion or natural attrition to include new employees without preconceived loyalties or prejudices.

It is accepted that a single management system is desirable, but at what cost? The analysis of the alternatives discussed above fundamentally becomes a question of priority. Would the benefits outweigh the difficulties and disruptions that normally accompany such changes? Can establishing a new concept be justified as long as the existing system is operative and holds promise for significant improvement? After the current system is strengthened and becomes more efficient, will single management still appear quite as attractive or critical?

These questions and the tradeoffs they represent become the basis for the analysis of the management alternatives. The conclusions reached and the recommendations developed were based in part on extensive interviews with management and camp staffs of the Probation Department and Special Schools Division and with representatives of other agencies and individuals involved in the juvenile justice system. It should be emphasized that this issue and its ramifications evoked very strong feelings and emotions. Objectivity was almost impossible among the involved staffs. It was therefore necessary to balance these divergent and subjective opinions to arrive at a management system responsive to overall system goals rather than to develop the recommendations based on the special interest of any one particular component.

After carefully weighing the implications of the various alternatives in the context of system criteria, it was concluded that the existing system should be retained in the near term, with the long-term objective of establishing the single management concept.

Recommendations

> *For the next two years, the Probation Department and the Special Schools Division retain the existing dual management system and implement the appropriate improvements as described in the subsequent sections.*

The administrations of these two agencies develop mutually acceptable measures of effectiveness to evaluate the results of the implemented improvements and of the total system. It is suggested that formal evaluation procedures be initiated and reported semiannually.

An ad hoc multiagency committee be established to develop an orderly planning process for single management of the camp system, including a detailed assessment of the legal and economic constraints, the priority of need based on the results of the evaluation process described above, and possibly the initiation of a pilot program in one of the camp sites.

CAMP TREATMENT AND PRESCRIPTION TEAM

Given the educational needs of the students in the Special Schools, it would seem obvious that the primary mission of those schools should be to provide remedial education in the three areas of major concern, namely academic, personal, and social development. It follows that the Special Schools should not attempt to imitate the regular schools. Instead, the Special Schools should follow a three-part educational strategy in which (1) each individual student's educational needs are assessed; (2) an instructional program calculated to satisfy those needs, i.e., to remedy the student's educational deficiencies, is planned; (3) the effectiveness of the planned instructional program in producing the desired changes in the student is checked at least weekly, and changes in that program are made as needed.

Team Approach to Student Appraisal

With respect to the first step of appraising each individual's educational needs, it is recommended that a system be developed and implemented in which the student appraisal will be done by the people who work with the student in the camp school, during the actual teaching process.

The following paragraphs outline the reasoning for this approach. It has become generally recognized that while standardized psychological tests – intelligence tests and achievement tests – are useful in ranking students, say for selection purposes, they are less than adequate for purposes of finding out what a student already knows and what he needs to learn next. They do not sample all of the content a teacher teaches in any given course, and as a consequence, they cannot be relied upon to provide information about essential gaps in a student's knowledge. Nor do they provide information about the causes of a student's educational deficiencies. For example, they do not provide the data needed to determine whether a student's failure to perform is a result of poor study habits, lack of interest, or perhaps interfering misinformation.

Systematic observation of a student over a period of time by an experienced teacher or Probation officer can be more probing and thorough, and therefore more valid and useful than existing standardized tests. (An exception is the curriculum-embedded tests in instructional packages such as the IPI program.) While it is true that a teacher who regards himself primarily as a subject matter expert is likely to need some special training, and perhaps some special instruments, such as observation schedules and checklists, it would appear more useful to systematize what the best teachers are already doing with regard to diagnosis and to teach other teachers to do it, than to turn the task of needs assessment over to a separate agency.

One other important consideration in this recommendation is the fact that, given the three kinds of educational needs referred to previously (i.e., academic, social and personal), some of the most important teaching in the Special Schools will necessarily be done by persons labeled "Probation staff." Each student spends more time during the week with Probation personnel than he does with teachers, and the Probation personnel as a routine matter are purposefully or inadvertently giving attention to reshaping the student's work habits, his way of interacting with peers and adults, etc.

It is recommended, therefore, that in each camp, the professional staff be divided into a number of "diagnostic-prescriptive" teams, each team composed of two or three teachers and one Probation staff member, and each team assigned to a proportion of the students in that camp. With an approximate average of six to eight teachers and about 80 youths per camp, this arrangement would result in two to three teams each with a caseload of 20 to 40 students. Each team will have the responsibility for assessing the instructional and rehabilitative needs of the students assigned to it, of developing or selecting "treatments" or instructional programs for its students, for monitoring each student's progress from the time of his admission to camp to his return to the community, for making needed changes in a student's program as evidenced by his performance or lack of performance in a given segment of his program, and for planning his reentry into the community.

Learning Coordinators

It is apparent that successful development and implementation of the team approach will not occur spontaneously, even with strong participation and leadership of the more experienced and expert teachers. Because there is a broad range of expertise among existing instructional staff, it is likely that some teams would quickly and effectively orient themselves to the task while others would have greater difficulty doing so. In order to facilitate development of effective diagnostic-prescriptive teams, it is recommended that a "learning coordinator" be added to the professional staff of each camp, and that this individual be primarily responsible for organizing and monitoring the progress of all team activities. The learning coordinator will, therefore, serve an administrative function of coordinating assessment efforts among teams, and a training function of continually introducing new evaluative and instructional methods when desirable and feasible. In order to adequately perform these duties, candidates for the position of learning coordinator should have a functional knowledge of curriculum development and diagnostic assessment procedures, and should have previous teaching experience.

Roles and Responsibilities of the Team

Team members will meet periodically with the learning coordinator to review the progress of each student and to assess the effectiveness of the program to which the student was assigned. The team members will communicate information to one another and other teachers about the kinds of incentives and control procedures that are found to be effective with particular students. In the case of remedial reading, they might arrange to get some of the remedial practice assignments done in vocational classes rather than in traditional courses. For example, the instructor in automobile mechanics might be requested by the team to prepare special materials for students who are interested in that subject but who cannot read the shop manuals.

As well as meetings with the learning coordinator, regular team member meetings should be held, at least weekly, to perform the various responsibilities outlined above. Provisions should be made for a specified minimum number of meetings with the student (e.g., needs assessment at entry, progress meetings, etc.). The meetings should be documented by entering the appropriate data in the student's file (e.g., needs assessment data when a student is placed in a camp, a written treatment program upon completion of the initial needs assessment, data relating to student progress and data pertinent to planning for the student's release). It should be noted that responsibilities of the team may necessitate some meetings after the normal classroom hours (i.e., after 3 PM) because of personnel scheduling difficulties. Regular attendance at these "after hours" meetings is a professional responsibility and should be required of all staff members.

It is important to note that the teams' discussions will not merely be an exchange of information about a student and the teams' reaction to him as is the case in some traditional case conferences, but will always end in a plan of what is to be done in order to help the student under discussion. The focus of any meeting will be on those students who are making least progress, and the effort will be to come up with a cooperative plan which will get them moving again. Because all team members will share the responsibility for planning a student's program and modifying it to make it work more effectively, the distinction between teacher responsibilities and Probation officer responsibilities will be considerably deemphasized.

A coordinating function of the diagnostic treatment team will be to identify and document effective and ineffective instructional practices and to disperse that information to other staff members. Continual curriculum evaluation and better staff communication should contribute to the gradual development of more effective instructional procedures. These functions of the diagnostic-prescriptive team can be used to develop a peer-oriented system of accountability that will provide a fair basis for continuous monitoring of team members' performance with minimal threat. A team member may be held accountable to the learning coordinator and to his colleagues for compiling information about how the youths he is working with are progressing and/or how he is modifying his treatment practices to effect better youth progress.

One of the most important concepts arising from a team approach is that both teachers and Probation personnel be trained by the learning coordinator to spend part of their weekly schedule in reviewing and evaluating treatment practices (i.e., in checking the effectiveness of the methods that they use in dealing with students). No educational program should be without its evaluative aspect. This effort will require three essential components: the development of adequate measures of student progress (where they do not exist), the planning of instructional procedures consistent with the progress measures, and the systematic revision of instructional procedures on the basis of data from the progress measures. This topic will be treated further in a later section on curriculum development and evaluation.

Recommendations

"Diagnostic-prescriptive" teams composed of camp school teachers and a Probation staff member should be organized at each camp for the purpose of assessing student needs, developing treatment and/or instructional programs, monitoring student progress and planning for the students' reentry into the community.

A "learning coordinator" should be added to the professional staff of each camp. The coordinator will be primarily responsible for organizing and monitoring the progress of all "diagnostic-prescriptive" team activities.

ASSESSMENT OF INDIVIDUALIZED STUDENT NEEDS

As discussed previously, the term "educational need" in the present context refers to the observed difference between a student's typical performance pattern with respect to some educational objective at a given time and the performance level which a teacher or some other person, e.g., parent, the student himself, etc., hopes he will achieve. There is consensus among members of the Special Schools staff, for example, that most of the students need to learn to read better and faster, need to learn better impulse control, need to learn to act in a more responsible manner – to become more law abiding, etc.

The purpose of a needs assessment system is to obtain the information required in order to plan an effective educational program, course of instruction, set of learning activities, etc., for each student. Whether with retarded or advanced students, an important function of needs assessment is to determine what a student needs to be taught next.

The data collected by the project team indicate that no systematic and comprehensive appraisal of student needs is performed either in the regular schools or at intake – that existing assessment procedures are inadequate for purposes of program planning. (Exceptions can be found in the instance of a number of experienced instructors who do their own student appraisals for their own instructional purposes, and in the case of some special programs conducted in some of the camps.)

As discussed in the context of the camp treatment and prescription teams, it is recommended that needs assessments (i.e., student appraisals) be done cooperatively by the adults who work with a given student. More specifically, it is recommended that the first two or three weeks of a student's stay in camp be devoted to assessing his present level of academic skills, his level of personal competence, e.g., impulse control, self-discipline, work habits, "prevocational skills," etc., and his level of socialization, e.g., his willingness to take direction, to obey camp rules, etc. For a start, he will be placed in academic courses on the basis of whatever school records were available, while his teachers spend the first several class periods checking his proficiency in the subjects they teach, finding out what he knows and what he does not know. This information will then be communicated to the diagnostic-treatment team responsible for this student. On the basis of this early assessment, the student will be transferred, if appropriate, to courses which are more, or less, advanced than his first tentative placement. A student will also be observed by the Probation personnel, and data about his performance on work details, during free periods, during games, and in other normal camp activities will be recorded. During his stay at a camp, a student's schedule will remain flexible, in that changes may be made in class assignments, work assignments, etc., as additional data become available about his particular needs and proficiencies. The object of changing a student's assignment will always be to move him into a structured setting where he can learn and experience the kind of satisfaction that can accompany learning.

Recommendation

> *The first two to three weeks following a student's assignment to camp should be devoted to assessing student needs (i.e., academic, social and personal needs). The "diagnostic-prescriptive" team should be primarily responsible for the assessment.*

INFORMATION SYSTEM

The information system for educational programs should perform two major functions:

- furnish data pertaining to planning a student's program and
- furnish data which will be useful in the evaluation of an instructional program.

Data related to planning a student's program should be used in the context of a guide to teachers and Probation personnel in devising or selecting instructional programs for individual students (i.e., to determine what each student needs to learn next). Other data, properly summarized and pertaining to program effectiveness measures, should be used to assist in the evaluation of instructional programs.

It is apparent from the study that the first concern in developing an information system is to insure that data necessary to planning a student's program is readily available and appropriately updated. As discussed in Part B, a significant portion of student files do not contain information such as test scores (e.g., reading, math, IQ, etc.), students' academic program prior to camp placement and academic history prior to camp placement. Standard information requirements and the procedures necessary to insure that the required data reaches the students' files within a reasonable period of time should be developed by the Division of Special Schools. It may be advisable to prepare a standard information summary sheet on each student.

Data specifications and procedures for entering data into student files subsequent to camp placement should also be developed. Data generated by the "diagnostic-prescriptive" team will be utilized. The data may include, for example: (1) a student record which shows his progress, completed work and school activities, (2) a record of each student's level of achievement maintained by each teacher on the students under his direction (this record could be analogous to a roll book, but could record each student's level of achievement rather than a letter grade), (3) a summary record which summarizes the information kept by teachers and Probation personnel.

Although the need to insure that the proper data is contained in all students' files is most urgent, there is an apparent need for a comprehensive management information system which would provide summarized decision-making information pertaining to:

- generalized student needs
- program effectiveness.

The major alternatives concerning the development and operation of an information system relate to three major questions:

- What information should be reported?
- To whom should information be reported?
- How often should information be reported?

The type of information reported should relate to one of several categories. These categories include general information (e.g., age, rage, nature of the offense, etc.), student needs, the degree of progress in meeting the (measurable) educational treatment goals, and the disposition (e.g., school placement, job placement, CYA referral, etc.) of students at the conclusion of intensive aftercare.

The basis for determining what information should be provided to the various elements of Special Schools should be based on a responsibility concept. That is, each element should receive summarized information which directly bears on the status or performance of that element. For example, a camp school principal will require information related to the needs of students entering his camp and the performance of his camp in meeting measurable educational treatment goals.

Recommendations

The Division of Special Schools should develop standardized student information requirements, standard forms, and standard procedures to insure that all required data is placed in each student's files on a timely basis.

The Division of Special Schools should develop a master plan for a management information system which would provide summarized data pertaining to generalized student needs and program effectiveness.

III – EDUCATIONAL PROGRAMS

This section presents recommendations concerning the educational programs offered at the camp schools.

BASIC SKILLS

Based on the findings of the study, the most critical academic deficiencies common to most students in detention facilities are basic skills in reading and math. (See Part B, Section III). This indicates that the Special Schools could best serve the needs of its student population by emphasizing remedial instructions in basic skills.

The Welfare and Institutions Code Section 858 requires that the operations of the Special Schools be, as nearly as possible, the same as that for a regular school. It may be assumed that the intent of the code is to assure the confined juvenile a relative equality in educational opportunities. If this assumption is correct, this section of the code should present no barrier to shifting the emphasis to remedial instruction. In fact, by concentrating on basic skills, it is anticipated that the student would be better prepared to reenter the regular schools or to continue his educational growth.

In reshaping the education programs to be responsive to the identified needs in basic skills, it is necessary to recognize the very real differences between regular schools and camp schools. It appears that many of the programs found in the camp schools have been based on existing regular school programs. In addition, teaching techniques, course material, text books, etc. used in the public school system are often not compatible with the unique needs of the camp school population. For example, a common complaint from both educators and students is that the textual materials used in remedial classes do not contribute to student interest or motivation. That is, a worldly experienced 16-year-old from the inner city could hardly be expected to exhibit interest in a typical fourth grade reading text.

In addition, since the lack of reading skills is so widespread in the camp schools, the textual materials used in other courses are quite often beyond the student's ability to read and comprehend. For example, a boy vitally interested in auto mechanics may be completely frustrated by his inability to read the car manual. Given his desire and need to know, a simplified manual would provide an optimum medium for him to improve his skills in reading as well as in auto mechanics. There appears to be a great opportunity to instruct in other areas through the reading course material.

Most educational specialists agree that, despite the intensity of need, it is seldom effective to concentrate all effort on one or two subjects/courses. This is particularly true in the remedial education of students with short attention spans. If the entire school day were devoted solely to reading and math, it is very probable that the student would not be able to sustain interest or motivation after a given time of exposure. Beyond that time, the effectiveness would diminish rapidly, thus degrading the entire program.

A more appropriate approach would be to limit the amount of remedial instructional time to, say, 2½ to 3 hours per day and to round out the school day with courses such as driver's education, health and safety, or one or more of the required courses for GED or high school diplomas. These additional courses should be structured at a level commensurate with the skills of the student; that is, the text, teaching materials, etc. should reflect the reading ability of the remedial student and thereby support the remedial program.

Traditionally, a primary factor in remedial courses is a high teacher/pupil ratio. It is generally accepted that the higher the ratio, the more effective the program. A 1:5 or 1:6 ratio is often cited as desirable and practical for individualization purposes and within reason. To expand the program to cover 80% of the student population while maintaining a 1:6 ratio would require the addition of a number of basic skills teachers. Budget and facility constraints may make this a difficult goal to achieve. The state-of-the-art in teaching techniques and equipment has expanded rapidly in recent years. These techniques should be evaluated to determine the effectiveness and cost compared to the higher teacher/pupil ratio.

The current Title I Basic Skills Program has proven to be highly effective. It is, however, limited to only a portion of the school population. The criteria for participation in this Federally funded program are not necessarily responsive to student needs. A large number of students are precluded who vitally need improvement in their reading skills. Without these basic skills, the effectiveness of all other educational offerings is degraded.

Another factor affecting the remedial program is the difference in basic skills deficiencies between boys and girls. The incidence of reading deficiencies three or more levels below grade level is not as pronounced for girls (34.1% of girl students as compared with

75.4% of boy students). However, in math, boys and girls both have a high incidence of deficiency (boys 86.4%, girls 79.6%). This indicates that remedial programs for boys' camps will differ somewhat from the girls' camps in that less emphasis on reading is required at Las Palmas School for Girls.

Recommendations

Basic skills programs should receive the top priority in all camp educational programs. Basic skills programs currently operating under Title I funding should be expanded, at County cost if necessary, to include all students reading three or more levels below grade level with particular emphasis on students reading below sixth grade level.

Text materials in remedial classes should be oriented toward age interest.

Text materials used in other classes should be adapted to reflect the lower reading skills exhibited by the camp population.

Funds should be made available to seek out and purchase, or develop, reading materials more responsive to identified needs and interests of current and projected student population. Textbooks should not be limited to those on hand and purchased by the State if, indeed, they do not serve the purpose of the Special Schools programs.

Teacher/pupil ratios in basic skills classes should be explored to determine the most effective and practical ratio patterns for best results.

The proportion of the school day devoted to intensive remedial instruction should be limited to 2½ to 3 hours per day.

The inventory of books maintained in the camp libraries should be reevaluated in terms of student interest. Camps should be allowed discretionary funds to purchase paperbacks appropriate to the camp population to motivate an increased interest in reading. These paperbacks should be considered basically expendable, with little control exercised over their use by teachers.

HIGH SCHOOL AND GED PROGRAMS

The emphasis on basic skills recommended above is not intended to infer that Special Schools should discontinue their regular high school curriculum leading to either a high school or GED diploma. It is recognized that many students in the camps are within the legal school age or plan to complete their high school education upon release. The academic courses leading to a diploma or GED must be maintained to provide equal educational opportunity under law.

While regular academic courses should be available, they should be restricted to those students who have a demonstrated capability in at least reading and writing. For students incapable of performing near grade level, it may be postulated that emphasis on remedial programs in the camp school may better prepare them for regular school curriculum rather than imposing a regular curriculum upon them during their stay at the juvenile camp. Since it is not reasonable to devote the full school day to basic skills (see recommendations on basic skills), some required courses should be selected to round out the school day.

Recommendations

Regular high school and GED programs should be retained but restricted to those students with the demonstrated potential to perform successfully in the program.

A study should be conducted to determine what courses from the regular high school curriculum should be adapted for students in the remedial (basic skills) program.

Optional high school courses now included in camp school curriculum should be reexamined to determine their relevance and appropriateness for the camp school population.

PREVOCATIONAL TRAINING AND GUIDANCE

If vocational training is defined as the range of programs designed to enable individuals to secure and hold jobs commensurate with their abilities and interests, it is apparent that there are two major elements of vocational training which are needed. The first element is technical in nature in that it provides the specific, technical skills required in a particular occupation (e.g., auto body repair, bookkeeping, welding, barbering, etc.). The second element of vocational training, called prevocational guidance, is less technical in nature in that its purpose is to acquaint the student with the job market and with skills needed to enter the world of work. Prevocational training and guidance has several major areas of concern. It consists of acquainting students with the concept of a business enterprise or public agency and the role of management, labor, labor unions, and civil servants. It should explore the job market with emphasis on the available jobs, training programs, and trade school opportunities, the rates of pay for various occupations, the promotion and/or career possibilities for various occupations, and the requisite educational requirements. It should help the student develop an assessment of his interests, abilities and limitations. The student should learn the skills required to seek a job (e.g., interviewing with prospective employers, completing application forms, applying for a Social Security card, etc. And lastly the student should become aware of some of the general requirements in seeking and holding a job (e.g., punctuality, the skills of following written and oral directions, positive response to criticism of one's work, etc.).

The study findings demonstrate that prevocational training is second in priority to reading and other basic skills. It should be recognized that the job market for any high school age youth is extremely limited regardless of his background. While it is desirable to prepare a youth for entry into a given profession, it is unlikely that the degree of success in specific job training would be impressive. Further a majority of the students have little awareness of their own aptitudes and skills, and even less knowledge of what may be required by the various trades or professions.

It is more practical to assume that a youth released from the camps will need further schooling or job training before he is adequately prepared to embark on a given career. The most pressing need for this type of student is to become aware of the various job opportunities available to him, the skills required, what he can expect and what will be expected of him so that he can make a reasonable choice among alternatives. As this choice will doubtlessly affect his ability to stay out of further trouble and become a contributing member of society, career guidance and counseling should be emphasized.

If an individual has good work habits, is able to follow directions, take criticism, etc., he can usually learn the specific skills he needs on the job. This proposition would appear to be particularly true for most of the entry level jobs to which students from the Special Schools would be going. If an individual does not have good work habits, or cannot tolerate the kind of supervision he will encounter in a particular occupation, he will not be able to keep a job, even though he has some of the technical skills it requires. Second, because of their age, a large portion of the Special Schools' students will be returning to the regular schools rather than going to jobs. The same general habits, attitudes and skills which are needed for doing well on a job are also needed for success in school.

To endorse prevocational training is not to suggest that the successful vocational courses currently operating such as auto repair be discarded. Since these courses are likely to be intrinsically interesting to students and fulfill a practical need, teachers of vocational subjects and basic skills should combine their efforts. In some instances, an opportunity to work in an auto shop, for example, will provide students with the added incentive to learn to read. Conceivably, some remedial reading materials developed around the topic of auto mechanics would be particularly helpful.

Recommendations

Prevocational training and guidance and career planning should be assigned a high priority, second only to basic skills.

- a. *Prevocational programs should be developed which will foster an understanding of and appreciation for the world of work. The programs should familarize students with the types of jobs available on the job market, skill requirements, and union membership requirements. The course should be designed to help a student select a skill or profession around which he may develop his career plans.*
- b. *Guidance and counseling should be provided on obtaining and holding a job, including possibly a workshop on filling out applications, job interview techniques, dress and appearance, attendance, and the expectation of employers. This program should be mandatory for senior students.*
- c. *Working level representatives of private industry, civil service (e.g., fire department) and the military should be invited to speak to students periodically about their respective job areas to instruct and motivate student interest.*
- d. *An aggressive program should be initiated to involve private sector employers in hiring and training apprentices from Special Schools. Programs such as the Sears Auto Division, Standard Station, Inc. should be pursued and expanded to other major employers in the area.*

Career/vocational specialists should be retained by Special Schools to develop and conduct the prevocational training program described in a. and b. above. Current vocational teachers may, with appropriate instructions, be used in this role.

A work experience specialist should be added at the administrative level to coordinate the program among camps and to identify and contact sources for c. and d. above. He should also be responsible for publicizing the program and its industrial participants.

WORK-STUDY PROGRAMS

The fire suppression work programs at Camps Miller and Rockey and the landscaping and road work program at Camp Afflerbaugh are intended to provide senior boys the opportunity to learn a job skill and to develop positive attitudes toward work. According to the study findings, however, there is no evidence to suggest that the skills learned in the fire suppression programs are helpful in getting a job upon release. Further, most of the boys in the program have identifiable educational deficiencies that cannot be eliminated through evening or part-time attendance in class. There is also the legal and moral problem of using minor wards of the court in potential risk activities.

As these programs are the responsibility of the Probation Department in conjunction with the Forestry Department (Camps Miller and Rockey) and Department of Parks and Recreation (Camp Afflerbaugh), a detailed evaluation was outside the scope of this study. Insofar as these programs do involve part-time education, the project team reviewed these programs only in terms of their impact on the educational process.

From an educator viewpoint, given the educational deficiencies, the senior ward who does not plan to return to school nonetheless needs remedial instruction in education programs oriented to basic practical everyday needs. To survive on the outside, it is more important that he be able to read, have some knowledge of basic arithmetic, and possibly obtain his driver's license, than it is for him to learn how to fight forest fires. Fire suppression is a rather limited field and obtaining employment usually requires that the applicant pass a Civil Service Examination. Without basic skills, this could prove very difficult.

On the basis of an admittedly peripheral evaluation, it is the opinion of the project team that the ward could obtain more, and possibly better, vocational training and guidance in the educational programs recommended previously. It is the position of the project team that the camp school may present the last opportunity for a senior boy to resolve his educational handicaps and that this is an infinitely more important accomplishment with greater impact on the future life of the ward than the current work/study programs.

Recommendations

The current work/study programs should be phased out or at least de-emphasized, particularly in cases where the ward is three or more levels below grade level in basic skills.

If work/study programs are retained, they should be oriented solely toward trades or skills in which the ward could reasonably be expected to work upon release, based on a market and labor supply study.

Any program in which the ward works full time should have provisions for compensation payable upon release from camp. Pay rates should reflect the market value of services less a reasonable, proportionate charge for room and board during confinement.

OTHER NEW OR EXPANDED PROGRAMS

In conjunction with the curriculum development program described in the proceeding section, programs identified in the needs assessment (Part B, Section III) should be initiated or expanded. For example, driver's education, health and safety (drug abuse, sex education, V.D., etc.) should be available at all camps for all students. While these courses partially exist to some extent in some of the camps, students stated that in some cases the courses were full or for some reason they were not assigned to these classes.

Drivers' education was universally desired by all students except those who had already completed the course in regular school and/or already had a driver's license. There can be little question in an auto-oriented society that this is a very practical, relevant course of instruction. It should be noted that driving instructors from a variety of school districts throughout the State are enlarging their programs to include bicycle and motor bike instruction. This expansion is based on the current trend to develop other modes of personal transportation. In fact, some elements of program expansion are eligible for Federal funding through the Department of Transportation. For example, during June 1973 a Statewide workshop for instructors was funded to provide training in motor bike operations and regulations.

In view of the rapidly rising incidence of V.D. and narcotics/drugs usage across the nation, every student should be provided with a course of instruction in these subjects. Recognizing that the school population of juvenile detention camps are probably better versed in the "street knowledge" of, for example, drug usage than their teachers, the emphasis should be placed on the physical consequences and awareness of the peer pressures which often lead to use and possible addiction. There are a number of such courses developed and tested which could be adapted for camp school use.

Recommendation

> *All camps should have the resources to provide driver education and health education courses (including drug abuse, sex education and V.D.) for all students whose needs assessment and treatment program indicate this as appropriate.*

CURRICULUM DEVELOPMENT AND EVALUATION

For the purposes of this study, curriculum development is perceived to have two major elements: (1) selecting the whole body of courses making up the educational program, and (2) developing the individual course of study for each course within the total curriculum. The first element is basically a policy decision based on needs analysis within the framework of organizational and budgetary constraints. This element is discussed in the context of the individual educational programs (i.e., high school and GED programs).

Interviews with the teaching staff show that the camp school teacher basically looks toward the central administration of Special Schools for guidance in the development of their course of study. Concommitantly, they are highly desirous of being consulted and involved in course development. There is a concerted effort under way to formally document the existing courses being offered at camp schools. This is a critical first step in maintaining a responsive, effective curriculum. It is recognized that each course offering and the overall curriculum must be structured and coordinated; it must be monitored; it must be periodically evaluated; and it must be revised and updated as appropriate. This implies measurable course objectives, staff involvement, and dedication to the goal of providing optimum educational opportunities for the camp school student.

It was understood that the administration of the Special Schools is acutely aware of these requirements and is proceeding along these lines as rapidly as possible within their budgetary limitations. A practical approach to expediting this program may be to draw on the services of available curriculum specialists in the Special Education program who are especially skilled in dealing with students with special problems.

Recommendations

Special Schools Division should place a high priority on establishing a formal curriculum development and evaluation program.

Instructional systems personnel from the County's Division of Special Education and personnel in the County's Division of Curriculum and Instructional Services should be utilized in the curriculum development and evaluation effort to the extent practical, particularly in the initial development phase.

TEACHING MATERIALS AND TECHNIQUES

Traditionally, camp schools have been operated much like regular schools. Teaching materials such as textbooks are selected from the list adopted and printed by the State which are less expensive and create less problem in procurement. Unfortunately, these textbooks have been developed with the "average" pupil in mind, and, in many cases, have little connection with the unique needs of the camp school student.

The same is true for teaching methods. Most of the teachers in camp schools have been recruited from the public school system. Prior to joining the camp schools, many of these teachers had been in regular schools long enough to develop their individual styles of teaching directly based on the student characteristics of the public schools.

There is, of course, some degree of student similarity, particularly with the low income or inner city school. There are more differences than similarities, however, in the highly structured, rigidly controlled environment of the camp school and in the educational needs of confined juvenile offenders. These differences are readily apparent in the increased need in camp school of repetition and review of course material, the relative small amount of student achievement that can be expected, the generally low level of educational attainment previous to assignment to camp and because students enter and leave camp schools throughout the year. In addition, "homework" is seldom assigned in camp schools. This implies that all study or course assignments must be completed in the classroom, thereby effectively decreasing the amount of classroom instructional time.

There have been a number of experimental projects conducted at the various camp schools involving such teaching techniques as team teaching and the use of teaching aides and/or volunteers. The effectiveness of these programs has not been formally evaluated and documented; therefore, no conclusions or recommendations have been included on their adoption for use.

Although the state-of-the-art in teaching equipment has expanded rapidly in the past several years, there are seldom enough funds available to either conduct an evaluation of the alternative techniques, or to purchase the basic equipment. Teachers are forced to "make do" with available and often outmoded equipment.

These are very difficult problems to solve, particularly those which require increased expenditures. Although solutions to *education* problems exist in varying degrees of effectiveness, very few school districts have been able to obtain budgets which they consider sufficient for these purposes. Establishing priorities for the available funds is the only recourse. This means that many needed programs, personnel, facilities and materials must be eliminated or postponed, thereby diminishing the overall effectiveness of the educational component.

Recommendations

The Special Schools Division should orient its textual material toward the capabilities and interest level of its students (see recommendations under Basic Skills).

Classroom lesson plans should be developed in short-term modular learning packages to accommodate the constant turnover of students in the camp school classes.

Teaching techniques in camp schools should be adapted to the dominant learning style as specified by the prescriptive treatment teams in their needs assessment.

Teaching techniques such as team teaching, use of teaching aides/volunteers should be evaluated in terms of their advantages and disadvantages. Those that are cost/benefit effective should be adopted.

The Special Schools Division and Probation Department should jointly develop procedures to effectively coordinate the use of aides, volunteers, etc.

IV – PRE- AND POSTRELEASE

The transition period between a student's release from camp and his return to the community is critical. The released ward is often confronted with problems beyond his ability to resolve. In a number of instances, regular schools are not enthusiastic about receiving a former problem student and devote little energy to integrating the student into the system. In some cases, the returning student is placed indiscriminately without regard to his needs and abilities. Both students and aftercare counselors report a variety of problems during this period that can result in an overwhelming sense of frustration and futility for the released student.

One of the problems reported was the lack of information available to the receiving school on the background of the student. For example, a camp school teacher may grade a student highly to motivate him and to reflect his progress and industry. It may not, however, reflect his relative ability among regular school peers. When he is placed according to his camp school grades, he may once again fail or see his grades drop considerably. This can result in a feeling of persecution and resentment and, in a few instances, has led to the student's dropping out of school completely.

There is little *coordination* of the effort in the camps to prepare a student for returning to his community. Nor is there any coordination between camp schools and regular schools concerning the released student. School transcripts are forwarded and from that point the camp schools' responsibility ceases. It is important to note, however, that a few camp school teachers on their own time and initiative have met with the receiving school and with the aftercare counselor to assist in placing the student in an appropriate level.

Aftercare counselors report difficulties in discussing educational factors with school administrators. They are often unable to state in precise educational terms the status, problems, learning and study habits of the returning ward. Accordingly, the receiving school administrator more often than not has only the statistical school transcript upon which to base his judgment on the appropriate program for the student.

Many of the questions related to measuring the effectiveness of Special Schools programs cannot be answered on the basis of historical information on student success after release, simply because these data do not exist. Special Schools have little follow-up information upon which to base an objective evaluation of their programs. Little information is provided nor fed back to Special Schools on, for example, how many former camp students complete high school or obtain employment in the field of, or as a result of, vocational training received at camp. To properly evaluate the effectiveness or relevance of camp school programs, this type of information is mandatory.

To ameliorate these transition problems, several alternative approaches were considered. One approach was to involve the Probation Aftercare counselor more deeply with the educational factors. This does not appear practical on the basis of the existing caseload and the amount of time and effort required to orient Probation Department personnel.

A more pragmatic approach would be to establish Educational Aftercare Counselors who would have four major functions:

- Coordinate with the camp treatment team
- Coordinate with Probation Aftercare personnel
- Coordinate youth's entry into public school
- Periodically monitor and report progress back to Special Schools.

During the last month of the youth's camp assignment, the Educational Aftercare counselor would communicate with the treatment team to become thoroughly familiar with the student's background and his educational strengths and weaknesses. Upon release, the counselor would accompany the youth to the public school, confer with school personnel, and insure that the youth is registered in an appropriate academic and/or vocational program at the proper grade level. (Contact with the public school regarding a student's enrollment could commence before the student is released and meetings with the school could be arranged during the student's last "furlough.") The counselor would check with the public school and the youth about the progress and degree of adjustment that is being made during the first several months after his release. Throughout the transition phase, the Educational Aftercare counselor would coordinate his activities with the appropriate Probation Aftercare personnel.

In addition, the counselor would track and report the academic record of the student while in public school or, if the student leaves the school system, would follow his activities through the Probation Aftercare counselor as long as the student is in Aftercare. This type of information should then be included as part of the Information System recommended in Part C, Section II.

If the limited resources of Special Schools preclude the establishment of such a "Homeward Bound" program and the maintaining of Educational Aftercare counselors, the remaining alternative is for Special Schools to initiate more and better liaison and coordination with the public schools and with community agencies who might assist in this effort. It is doubtful, however, that this alternative could reasonably be expected to resolve the problems.

Recommendations

> *A comprehensive transition program should be developed which specifies and integrates the activities of the appropriate camp school personnel and aftercare personnel in preparing individual students to reenter the public school system and/or the community.*
>
> *Educational Aftercare counselors should then be retained by the Special Schools Division to facilitate the transition of the student to public schools by becoming familiar with the student's background and educational strengths and weaknesses, meeting with public school officials, and monitoring the student's educational progress in public school.*

V – MANAGEMENT

This section is addressed to the operational management rather than management structure and system policy as discussed in Section II, Key Decisions. The scope of the study for the management element was limited to Special Schools Division; therefore, no attempt was made to evaluate the operational procedures of the Probation Department except in those areas when they had an impact on the operations of the Special Schools Division.

Although all facets of the Special Schools operations were reviewed, emphasis was placed on only those procedures which constrained the system or did not adequately respond to the needs of the student. There were a number of operational areas that proved to be functioning effectively and were, therefore, not included in this discussion. There were also areas in which some degree of improvement would have been desirable, but the cost and complexity of implementing changes could not be reasonably justified.

STANDARD OPERATING PROCEDURES

Review of the documented and formalized procedures indicates that many of the standard procedures are outdated and not sufficiently comprehensive. In addition, they are not applied consistently at each camp. Teachers and Schools staffs stated that there was no central up-to-date reference source available to them that detailed the preferred procedures nor differentiated between what was *suggested* and what was *required.* There was also some incidence of complaint by staff members that adherence to directed procedures varies from camp to camp. That is, while some principals "go by the book" and insist on strict adherence, other principals are relatively lax.

It was concluded that an updated, comprehensive manual of operating procedures should be available to the certificated and classified staffs at all camps to provide a guide to action. It is important that the manual serve as a useful reference guide in assisting personnel to understand and perform their responsibilities. In addition, in those areas involving administrative policy decisions, adherence to the directions and instructions related to these policies should be required of all involved personnel.

Recommendations

The Division of Special Schools should develop a comprehensive document of updated operating procedures.

The procedures should focus on the roles and responsibilities of certificated and classified personnel and be updated periodically.

The Division of Special Schools should require camp staffs to adhere to standardized operating procedures and should periodically evaluate performance in this context.

SCHOOL OPERATIONS

The camp schools operate on a year-round basis with the exception of the Christmas and Easter vacations, when the camp schools are not in session.

Since the camps are necessarily staffed by Probation personnel at all times, the lack of school activities during these periods places an increased burden on the Probation staff.

In addition, this cessation of operations creates a period of dead time for students who not only need the classroom time educationally, but who are very susceptible to boredom in a closed environment.

It can be argued that it would appear punitive to require attendance at camp school during normal holiday periods. On the other hand, lack of student activity or responsibility can lead to behavioral problems.

To be more responsive to the needs of the students, it was determined that educational programs should continue during these vacations. A reduced staff could be used for these programs. The programs during these periods could be more informal to reflect the holiday season and allow students greater freedom to choose the way they wish to spend their classroom time. Movies, records, visiting volunteer entertainers, etc. might be appropriate.

Recommendations

The camp schools should be scheduled so that year-round operations are effected except for weekends and major one- and two-day holidays.

Camp school and Probation personnel should coordinate activities during these periods to reflect the holiday atmosphere.

DISCRETIONARY FUNDS

Individual camp schools do not have discretionary funds from which to make nonbudgeted purchases or finance unplanned activities. Moreover, the current mechanism for requesting incidental supplies or funds is not practical. Some teachers have indicated that they often spend their own money to purchase small items they feel necessary to the effectiveness of their programs.

Discretionary funds should be available to the principals of each individual camp school for two major purposes. First, these funds can be used to satisfy immediate needs, as they arise, for expendable items (e.g., paperback books, educational games, etc.). Second, unencumbered funds would provide the mechanism by which the camps could experiment with newly developed classroom materials and experimental programs. An annual report should be prepared by the principals and should be oriented toward the identification of expenditures that resulted in improvements in program effectiveness. In this manner, successful experiences can be communicated to and shared with other camp schools.

Recommendations

Each camp school should have a discretionary fund from which nonbudgeted purchases can be made. The fund should be monitored and controlled by the principal, who would have final approval of all disbursements.

An annual report on the disbursement of discretionary funds should be prepared by each camp principal. The nature of all expenditures should be identified and, if appropriate, the benefit of the disbursement detailed.

To assure these funds are not used indiscriminately, policy guidelines should be established which define acceptable expenditures and the mechanism for their use.

WAREHOUSING AND INVENTORY

The Division of Special Schools does not have bulk warehousing space and does not carry a centralized inventory of books, equipment and other supplies. Under the present system, supplies must be ordered directly from vendors. This process is cumbersome and frequently causes long delays in the delivery of requested supplies.

Pickup of supplies is often the responsibility of the camp school principal who must arrange for materials and supplies delivery from the central administrative area to the camp. This activity significantly decreases the time that a principal devotes to his professional responsibilities.

The Division has investigated the feasibility of sharing warehousing space, delivery equipment, and personnel with the Division of Special Education in County facilities. This proposed arrangement would satisfy the warehousing needs of the Division and provide cost-effective procedures for delivery services.

Recommendation

> *Funds should be allocated to provide centralized warehousing and inventory facilities for the Division of Special Schools. An efficient delivery system to camp schools should also be provided.*

DISTRIBUTION OF STAFF PAYROLL

The collection of the staff's payroll checks and their distribution also reflects an unnecessary and burdensome responsibility for the principal. Under the current system, the principal must personally pick up from central administration the warrants for his staff twice each month and hand deliver them to his camp staff so that checks are delivered within the time limits specified by the County. While management recognizes this as an awkward and impractical procedure, little has been done to change the requirement because of insufficient funding.

Recommendation

> *Special Schools Division should establish (and seek the necessary funding) an improved mechanism for the distribution of camp schools staff payroll checks.*

STAFFING

Staffing patterns for the most part are covered in other sections of the recommendations. For example, the need to improve the ethnic balance is discussed in Part C, Section VI, and the need to expand the Basic Skills staff is addressed in Part C, Section III. The use of teachers' aides, volunteers, and consultants is covered in other Part C sections.

In addition to these staffing recommendations, the study indicated that it may be appropriate to consider the use of coeducational teachers, particularly women teachers in boys' camps. Some of the male students indicated that they could relate "better to women." Traditionally, with few exceptions, it has been the practice to staff boys' camps with men teachers. It would appear that men would be better able to cope with unruly male students and would have better control. The study suggests, however, that male students may be less likely to react violently in the presence of a female teacher or feel threatened by her.

In the cases where coeducational teachers are being used, the programs appear successful. This can probably be attributed to the caliber of teachers used and their abilities as well as to the normality of a coeducational environment. It is concluded, therefore, that female teachers who have demonstrated capabilities should be assigned to boys' camps.

Another area of staffing that appears to reflect some merit is the rotating of staff among camp schools. This may prove difficult because of the location of camps. Many teachers live in suburbs within reasonable driving distances of their respective camps. Assignment to another camp may create undue hardships. The argument for such rotation is that it would permit a more rounded experience for the teachers and would allow the transfer of successful teaching techniques from school to school. In addition, it would lessen the possibility of teachers becoming too rigid or narrow in their outlook.

Recommendations

The Special Schools Division should expand its effort to use qualified coeducational teachers.

The feasibility and desirability of rotating teaching staff among camp schools should be evaluated by the Division of Special Schools.

VI – RECRUITMENT AND TRAINING

In the final analysis, the most important factor directly contributing to the ultimate success or failure of the educational component is the quality and ability of the individual classroom teacher. Yet the prescribed course of study in teacher training institutions leading to certification does not adequately prepare a teacher to deal with the educational and behavioral problems of students confined in detention facilities. In addition, historically there has been no formal requirement for either experience or specialized training in the recruitment of teachers. The major recruitment source, as discussed earlier, is the regular school system, with colleges and universities as a secondary source.

The need for qualified, flexible, highly motivated teaching personnel cannot be overstated. Both the Special Schools and Probation staffs and students overwhelmingly listed teacher qualifications as the most important factor in educational effectiveness. An excellent teacher may overcome shortcomings in curriculum, materials, facilities, and even high pupil/teacher ratios, but in no way can excellent courses or low ratios compensate for the inadequacies of a poor or mediocre teacher.

RECRUITMENT

The personal attributes of the teacher are more important in the camp school than in any other educational institution. Here the teacher will have a more profound effect, for good or bad, than in a regular school and, if it is a bad effect, the consequence can be disastrous for both the future life of the student and for the community. Conversely, a good teacher with whom the student can identify and communicate can have an equally dramatic effect on the ward.

A number of definitive studies are available on the characteristics desired for a teacher in a camp school environment. These studies closely parallel the findings compiled from the interviews of staff personnel. It is one thing to develop a model of teacher characteristics; it is quite another to determine from a one-time employment interview or reference check how closely a candidate teacher reflects these traits. It is therefore imperative that Special Schools develop a technique for evaluating a teacher's effectiveness under actual camp conditions before committing that teacher to permanent employment. It should be noted that one of the most important teacher characteristics is that of flexibility. Teachers must be flexible to meet changing needs and changing programs. Once the teacher becomes established in the system, a long, complex procedure is required to terminate employment even in face of gross inadequacies.

For these reasons, most of the teachers recruited in the last several years have come from the regular school system. Special Schools management indicated that their approach was to identify a teacher in the regular school system who had demonstrated capabilities aligned to camp school requirements and then actively recruit the teacher for employment. This is a time-consuming effort, but it has the advantage of predicting teacher effectiveness based on observable performance. A good teacher in the regular schools is usually highly motivated and concerned. The professional challenge of the camp school system and the social significance of success in this environment is often sufficient motivation to impel the teacher to accept the position despite the inconvenient location of most of the camps. The camp school system has the added attraction of full year employment and all of the regular school holidays. In addition, camp school teachers seldom have homework to grade nor open houses or after-school events to supervise. On the other hand, a camp school teacher should have additional skills over those required in regular schools. They should be within the top ten percent of their peers. Yet there is no pay differential.

Many of the male students indicated that they would prefer female teachers. They indicated that they could "relate better to women" and that they had more respect and would hesitate to "act up" in a woman's classroom. Further, in the few instances where women are assigned to boys' camps, the survey finds that these classes were generally successful and popular.

In a school population that is roughly divided into thirds among whites, blacks and Mexican-Americans, the number of black and Mexican-American teachers is woefully deficient. The effort under way to correct this imbalance should be given a high priority. It should be recognized, however, that regardless of sex or gender, the qualities and traits of the individual remain the primary consideration.

It is equally important that the Special Schools take overt action to dispel the lingering impression that teachers accept employment in camp schools as a "last resort" and that the camps are the "Siberia" of the teaching profession. Conversely, positions in Special Schools should be sought after and recognized as the highest level of the teaching arts.

In addition to the qualifications that may be identified in the regular school system, there is some evidence that effective teaching personnel are available that do not meet the legal requirements for employment. Evidence of this can be found in the Teledyne Packard Bell program at Camp Fenner. Teaching staff, probation officers and students agreed on certain individuals as highly effective and yet these personnel did not meet the legal requirements. It may be highly desirable to utilize mechanisms such as more contact with commercial firms or setting up nonprofit corporations that would permit circumvention of restrictions on desirable operational methods.

Several alternative teacher intern programs were considered by the project team. The recommended plan has limitations and legal problems which prevent its listing as a recommendation. However, the plan is discussed as follows. A six-month internship period should be established for *new* teachers during which they are closely supervised and evaluated by both Special Schools and Probation Department staffs.

a. If, at the end of six months, the teacher proves to be qualified, he is transferred to the existing probationary status, working toward tenure.

b. If the teacher does not exhibit those traits necessary to the well being and education of the students, employment will be terminated at any time after such a determination is made.

c. If the teacher is competent in most areas, but is judged deficient in areas that do not adversely affect the well being of his students, his internship period may be extended up to three months to allow the candidate to improve his performance in deficient areas.

Recommendations

A model teacher profile should be developed to assist in evaluating candidate teachers' capabilities in dealing with disturbed or problem children.

Consideration should be given to including, as a prerequisite for employment, either

a. prior experience in dealing with problem students (such as teaching remedial programs in an inner city school) or

b. directly related university training and/or practice teaching of deviant youth.

Efforts should continue to recruit Mexican-American and black professionals to achieve a more realistic ethnic balance responsive to the ethnic balance of the school population.

Where possible, additional female teachers should be integrated into boys' camps and male teachers into Las Palmas.

An aggressive public relations program should be undertaken that highlights the positive aspects and challenges of teaching in the Special Schools system to overcome the problems in attracting top personnel. It should further emphasize that only the most qualified and motivated professionals will be considered.

The Special Schools should identify the circumstances where external restrictions prevent desirable management action (e.g., the hiring of noncredentialed but otherwise qualified teachers, contracting with private firms to provide educational services while receiving State ADA funding, instituting an internship program for new teachers, etc.) and explore approaches that would circumvent such restrictions. When necessary, recommendations should be prepared and submitted to the appropriate legislative bodies to initiate legislative changes.

TRAINING

A great majority of the current teaching and Probation staff agreed that Special Schools teachers were not adequately prepared for teaching in a detention facility. Most teachers are left to develop their own techniques for dealing with disturbed youngsters on a hit and miss basis, in some cases to the detriment of their wards.

Teacher training is directed toward preparing a teacher to operate in the public school system. Further, most university courses are oriented toward teaching the "average" student. Little emphasis is placed on children with serious learning problems or exhibiting deviant behavior. As a long-range goal, Special Schools should take the lead in assisting colleges to develop a curriculum, both undergraduate and at a graduate level, to better prepare the emerging teacher for teaching in Special Schools.

Basically, training programs should include an annual institute for all professional staff, a formal in-service training program (approximately eight hours of instruction) for all camp teaching personnel, and informal workshops and seminars conducted at each camp. The training should emphasize the following areas:

- Behavior modification and rehabilitation methods.
- Classroom management of delinquents in a detention environment.

- Successful practices, new techniques and creative solutions relating to the education of juvenile delinquents.
- Orientation of camp schools staff to the implementation of new recommended program procedures.

As a practical fact, Probation staff in these facilities are experienced and trained in dealing with behavioral problems. This valuable resource could be used by having selected members of the Probation staff conduct in-camp workshops to improve the skills of the teaching staff. In addition, a more formal in-service training program (such as that conducted in 1963-64 by Dr. Gilbert Geis) is needed. Additional in-service training should be directed toward implementation of new recommended procedures such as an individual student needs assessment and Diagnostic Treatment Team approach. These programs are needed not only to "instruct" but to provide for an exchange of information between the groups attending.

Recommendations

A formal in-service training program should be developed for required attendance by existing personnel. All teaching staff should be required to attend the course within a two-year period.

Informal workshops and seminars should be conducted periodically by Senior Probation staff for the camp teaching staffs and vice versa.

An orientation program should be developed for attendance by new teachers coming into the system. As part of this program, teachers should be required to spend some portion of the first week of their employment attached to a residential DPO, including living in the dormitories and sitting in on counseling sessions with the juveniles.

Provisions should be made for Schools personnel to visit facilities that have successful educational programs. These facilities may be within the Los Angeles County juvenile camp system, the juvenile hall system or outside the system, such as private facilities or a state facility (e.g., the California Youth Authority).

A program should be initiated to work with local colleges and universities in developing an undergraduate curriculum dealing with deviant behavior problems. This type of course curriculum could also be beneficial to regular school teachers of inner city youth. Concomitantly, graduate level courses should be developed that would possibly lead to a special credential for teachers of institutionalized youth. (This recommendation is addressed to long-range programs. It is expected that several years would be required to implement such programs.)

Courses currently available at local colleges and universities dealing with problems associated with deviant youth should be evaluated. Courses considered relevant should be identified and actively promoted for current personnel.

VII – COMMUNICATIONS AND COORDINATION

It is an accepted fact that the degree and quality of organizational communications have a profound impact on the effectiveness and efficiency of any operating organization. It is also accepted that as long as people basically communicate through the medium of words, and words, in themselves, are imprecise and abstract, communicating will continue to be imperfect.

Weaknesses in coordination of system activities are often directly attributable, in part, to a lack of appropriate communications. It can therefore be assumed that improvements in communications will result in a corollary improvement in coordination between and among functions and activities.

The study findings indicate that a critical and historical communications and coordination problem exists between the Probation Department and the Special Schools Division. There is significant evidence to conclude that this problem also exists within the various hierarchical elements of each agency organization. If the camp system is to operate as a unit to provide effective treatment programs for juvenile wards, and if the quality and capabilities of the camp staff are to be utilized to their fullest potential, all facets of the communication network must be strengthened.

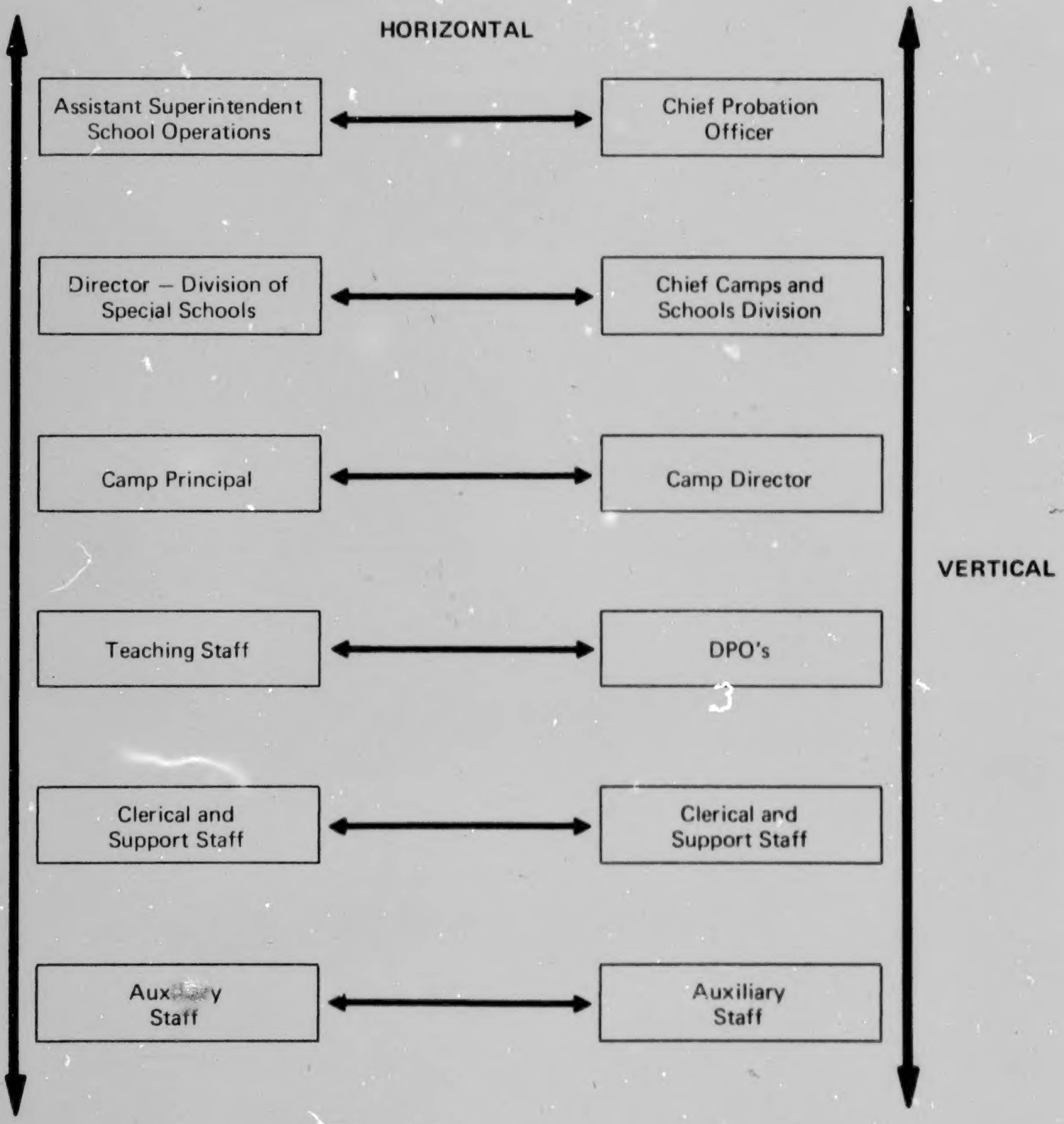
Recognizing the severity and extent of the problem is the first step toward lessening the inevitable consequences of poor communications. To establish a communications network which will, to the extent possible, provide the necessary flow and exchange of information requires careful planning, identification of needs, selection of the best media and technique for communicating, and a continual review of the communication network to assure adherence to policy and responsiveness to need.

COMMUNICATION CATEGORIES

Several categories and levels of communications comprise the system network. The two basic categories can be defined as horizontal and vertical (see Exhibit VII-1). Horizontal implies communications between or among peer units or individuals (i.e., between the Director of the Special Schools Division and the Probation Department's Chief of Camps and Schools). It also describes the relationship between groups on the same level within a single agency (i.e., between or among principals of the camp schools).

Exhibit VII-1

BASIC HORIZONTAL AND VERTICAL COMMUNICATIONS PATTERN
(Simplified)


HORIZONTAL
Assistant Superintendent School Operations
Chief Probation Officer
Director – Division of Special Schools
Chief Camps and Schools Division
Camp Principal
Camp Director
VERTICAL
Teaching Staff
DPO's
Clerical and Support Staff
Clerical and Support Staff
Auxiliary Staff
Auxiliary Staff

Vertical communication indicates a hierarchical relationship, for example, principal to teacher or principal to Director of Special Schools. Both the horizontal and vertical aspects imply two-way communication: transmitting and receiving.

Within this basic framework, a number of relationships exist. These relationships are usually based on specific need rather than on organizational or reporting relationships, for example, the communication between the camp nurse on the Probational support staff and a teacher concerning a child's health or between a teacher and the Camp Director to schedule an off-site visit during school hours.

Another category of communications may involve general information applicable to a number of people, such as a full camp staff meeting, institutes for certificated personnel, or professional information originating from State or Federal agencies, professional associations, or universities.

In addition to the communication problems involving the functional activities of the staffs, the information on students distributed among the staff, as well as communications between staff and students can also be defined as elements of the communications network. However, because of the effect of these elements on the major recommendations of the study, they are addressed separately in Part C, Section II, Key Decisions (Camp Treatment and Prescription Team and Information System).

The need to disseminate more professional information (through institutes, workshops, etc.) is addressed in Part C, Section VI, Recruiting and Training.

The discussion and recommendations contained in this section are directed specifically to the individual (or personal) communication, both horizontal and vertical, among the involved staffs.

HORIZONTAL COMMUNICATIONS

The study survey suggests that the most significant problems in horizontal communications are caused by the dual management mode of the camp school system. This, plus the fact that Probation counselors and teachers do not, as a matter of policy, have an effective technique for coordinating their distinct but interrelated roles and responsibilities, results in lack of coordinated efforts. It is anticipated that this condition can be improved considerably by implementing the recommendations presented in Part C, Section II.

In addition to the communication barriers caused by a dual management mode, barriers exist because of the physical separation of the two staffs. For example, the principal's and camp director's offices are generally not adjacent, but in separate buildings or wings of buildings.

There remains one basic area of conflict. That is the differences in policies and procedures inherent in the two organizations. Such items as the length of the work day, vacation policies, salaries, etc. will continue to create conflicts and resentment. Since these departmental policies are so ingrained and, in some areas, legally protected, there appears to be no near-term easy solution.

The summary indicated a need for the free flow of information among the Schools staffs at each camp. The primary purpose of this flow is to keep staff members informed of the activities at other camps. In this manner, information concerning successful practices and programs can be disseminated throughout the camp school system. In addition, information about other camps can help to minimize the teaching staff's feelings of "professional isolation."

VERTICAL COMMUNICATIONS

The major problem in vertical communication seems to lie within the individual organizations rather than between Special Schools and Probation Department staffs. Whereas communications between principals and teachers appear adequate, some of the teachers felt isolated from Special Schools management. The geographic location of the camps throughout the County and the long distances involved result in a low management visibility. That is, periodic visits to camp schools by Special Schools administrators do not occur as frequently as the teachers desire. Therefore, the camp school staffs do not feel that they have an ample opportunity to provide input to decision-making activities nor have adequate face-to-face relationships with management.

Recommendations

Special Schools Division (working jointly as appropriate with the Probation Department) should develop clearly defined roles and responsibilities for the camp schools teaching staff.

Special Schools Division should promote intercamp communications by publishing a regular newsletter outlining noteworthy activities and developments at all camps and at the central administrative level.

The benefits and advantages of locating the offices of the camp director and principal so that they are at a close proximity should be investigated.

PART D. IMPLEMENTATION

I – GENERAL DISCUSSION

This part provides general guidelines for the recommendations resulting from the findings and conclusions of the study.

Completion of this study and implementation of the recommendations contained herein will not solve all of the problems confronting the Special Schools Division. In organizations such as the camp school system, improvement is a never-ending project. The camps operate in a dynamic environment over which the system has little control; situations contributing to problems and the solutions to these problems change frequently.

This study should not be considered as an end in itself. While some of the recommendations resulting from the study will involve major revisions in the camp school system, in other areas, the need for further review and analysis has been identified. In these circumstances it would have been impractical to do more than recommend additional study.

In some areas, recommendations were not described in detail. This was a purposeful decision in that the precise detail involved in implementation of certain recommendations will be dependent upon the decision made in implementing other recommendations. Additionally, some recommendations have been presented in concept with the detailed design to be completed in accordance with the specific needs, priorities, and resources available.

Inasmuch as the implementation of the recommendations may significantly change the planning, management, and administrative practices of the camp system, time and cooperative effort will be required. Personnel from all levels should be concerned with and involved in the implementation tasks. Successful implementation depends in a large measure on the *commitment* and *support* of the School Board, the Probation officers, and the top administrators of Special Schools Division and Probation Department.

It should be recognized that implementation will involve considerable effort and resources. In addition, since the changes recommended will affect, to some extent, the roles and responsibilities of most members of the camp staffs, a strong degree of support should be clearly stated to provide the desired encouragement and guidance to all concerned.

A distinction should be made between *acceptance* and *support* of the changes. Acceptance is the first step toward support; it is doubtful, however, if acceptance alone will provide the leadership, enthusiasm, and initiative needed to implement the improvements. Therefore, in addition to the allocation of resources necessary to sustain implementation, it is desirable for the School Board to formally indicate not only its acceptance of the system but its active, positive support.

The activities required to implement the recommendations are too complex to undertake as a single task. In addition, available personnel and financial resources prevent the implementation of all tasks simultaneously. It is, therefore, necessary to structure the implementation on a step-by-step basis. The overall program should be divided into logical, manageable work elements which will permit detailed planning, visibility, and control during the implementation phase. It will also minimize the disruption and confusion that often accompanies the building process.

II – ORGANIZATION OF THE IMPLEMENTATION EFFORT

In an effort to make the implementation process both effective and efficient, the following general steps are recommended:

1. *Formulation of a Steering Committee*

   The initial step in implementation should be the designation of specific individuals who will provide the leadership and overall coordination during the implementation efforts. These individuals will comprise the Steering Committee. Although the Steering Committee as a group, or as individuals, may perform some of the implementation tasks, their primary responsibility will be that of planning and reviewing the activities. In addition, the Committee will be responsible for communicating implementation plans and progress to appropriate camp school and Probation personnel. The Steering Committee should be small enough to assure close coordination, but should be broad enough to include representation of the disciplines involved in the changes. The Committee should be chaired by the Director of the Division of Special Schools and should include at least one representative from the Probation Department.

2. *Identification of All End Items*

   The Steering Committee should identify and document the "end product(s)" of each recommendation; that is, identify what is to be accomplished. The end product should be expressed in terms of a condition or circumstance which indicates that the recommendation has been implemented.

3. *Description of Implementation Tasks*

   In general, several identifiable tasks will be necessary to implement each recommendation. The Committee should identify and document the required tasks. Each task should reflect a distinct action resulting in an identifiable degree of progress toward the end product of the recommendation.

4. *Scheduling of Tasks*

   Recommendations and the necessary tasks for implementation must be carefully scheduled in light of the priority of the recommendation, constraining factors, the interdependence of some recommendations and the availability of both human and financial resources. The scheduling of tasks should result in a written plan of action indicating completion dates for each task of each recommendation. The scheduling should be realistic and the completion dates should be strongly supported by the Steering Committee, Special Schools administration and Probation administration, when appropriate.

5. *Assignment of Task Completion Responsibility*

The Committee should assign responsibility for task completion to appropriate individuals. The individuals should possess the authority to complete the assigned tasks and should be held accountable for those tasks. It is critical that each individual with task completion responsibilities be fully committed to the recommendation and agree to the target dates specified by the Committee.

6. *Allocate Resources to Complete Tasks*

The completion of some tasks will require few resources; other tasks will require a considerable amount of both human and financial resources. The Committee should carefully evaluate the resource requirements of each task and allocate resources appropriately.

7. *Monitor Progress*

The written scheduling plan should be periodically revised and updated, as appropriate. The Committee should receive written reports from the responsible individuals at the completion of each task. Any delays in task completion from the target date should be carefully reviewed to determine the cause of the delay and, if Committee action is necessary, to speed progress.

As an aid to the implementation effort, a chart summarizing the recommendations and the priority of each recommendation has been prepared. In addition, groups responsible for the implementation of each recommendation have been suggested. The chart is shown in Exhibit II-1. The priority of each recommendation has been designated "high," "medium," or "low" in accordance with the following definitions:

High –	Highest priority, urgent, according to findings and conclusions implementation should be started and completed as soon as possible.
Medium –	Medium priority, not urgent, findings and conclusions indicate that action should be taken as soon as possible but *not* at the expense of delays in implementing "high" priority recommendations.

Low – Lowest priority, highly desirability but not urgent, findings and conclusions indicate a need for the recommendations, should *not* be implemented at the expense of delaying "high" or "medium" priority recommendations.

Exhibit II-1

SUMMARY OF RECOMMENDATIONS

KEY DECISION POINTS	Priority		Responsible Group(s)
1. Management Mode			
For the next two years, the Probation Department and the Special Schools Division retain the existing dual management system and implement the appropriate improvements, as described in the subsequent sections.	High	Primary:	Various
The administrations of these two agencies develop mutually acceptable measures of effectiveness to evaluate the results of the implemented improvements and of the total system. It is suggested that formal evaluation procedures be initiated and reported semiannually.	High	Primary: Secondary:	Central administration – Special Schools Central administration – Probation Department
An ad hoc multiagency committee be established to develop an orderly planning process for single management of the camp system, including a detailed assessment of the legal and economic constraints, the priority of need based on the results of the evaluation process described above, and possibly the initiation of a pilot program in one of the camp sites.	Medium	Primary:	Central administrations – Special Schools and Probation
2. Camp Treatment and Prescription Team			
"Diagnostic-prescriptive" teams composed of camp school teachers and a Probation staff member should be organized at each camp for the purpose of assessing student needs, developing treatment and/or instructional programs, monitoring student progress and planning for the students' reentry into the community.	High	Primary: Secondary:	Central administration – Special Schools and Probation Camps staff – Special Schools and Probation
A "learning coordinator" should be added to the professional staff of each camp. The coordinator will be primarily responsible for organizing and monitoring the progress of all "diagnostic-prescriptive" team activities.	High	Primary:	Central administration – Special Schools

	Priority		Responsible Group(s)
3. Assessment of Individualized Student Needs			
The first two to three weeks following a student's assignment to camp should be devoted to assessing student needs (i.e., academic, social and personal needs). The "diagnostic-prescriptive" team should be primarily responsible for the assessment.	High	Primary: Secondary:	Central administration – Special Schools Camps staff – Special Schools
4. Information System			
The Division of Special Schools should develop standardized student information requirements, standard forms, and standard procedures to insure that all required data is placed in each student's files on a timely basis.	High	Primary:	Central administration – Special Schools
The Division of Special Schools should develop a master plan for a management information system which would provide summarized data pertaining to generalized student needs and program effectiveness.	Medium	Primary:	Central administration – Special Schools
EDUCATIONAL PROGRAMS			
1. Basic Skills			
Basic skills programs should receive the top priority in all camp educational programs. Basic skills programs currently operating under Title I funding should be expanded, at County cost if necessary, to include all students reading three or more levels below grade level with particular emphasis on students reading below sixth grade level.	High	Primary:	Central administration – Special Schools
Text materials in remedial classes should be oriented toward age interest.	Medium	Primary:	Central administration – Special Schools
Text materials used in other classes should be adapted to reflect the lower reading skills exhibited by the camp population.	Medium	Primary:	Central administration – Special Schools

	Priority		Responsible Group(s)
Funds should be made available to seek out and purchase, or develop, reading materials more responsive to identified needs and interests of current and projected student population. Textbooks should not be limited to those on hand and purchased by the State if, indeed, they do not serve the purpose of the Special Schools programs.	High	Primary:	Central administration – Special Schools
Teacher/pupil ratios in basic skills classes should be explored to determine the most effective and practical ratio patterns for best results.	High	Primary:	Central administration – Special Schools
The proportion of the school day devoted to intensive remedial instruction should be limited to 2½ to 3 hours per day.	High	Primary:	Central administration – Special Schools
The inventory of books maintained in the camp libraries should be reevaluated in terms of student interest. Camps should be allowed discretionary funds to purchase paperbacks appropriate to the camp population to motivate an increased interest in reading. These paperbacks should be considered basically expendable, with little control exercised over their use by teachers.	Medium	Primary: Secondary:	Camps staff – Special Schools Central administration – Special Schools

2. High School and GED Programs

	Priority		Responsible Group(s)
Regular high school and GED programs should be retained but restricted to those students with the demonstrated potential to perform successfully in the program.	Medium	Primary: Secondary:	Central administration – Special Schools Camps staff – Special Schools
A study should be conducted to determine what courses from the regular high school curriculum should be adapted for students in the remedial (basic skills) program.	Medium	Primary:	Central administration – Special Schools
Optional high school courses now included in camp school curriculum should be reexamined to determine their relevance and appropriateness for the camp school population.	Medium	Primary:	Central administration – Special Schools

3. Prevocational Training and Guidance

	Priority	Responsible Group(s)	
Prevocational training and guidance and career planning should be assigned a high priority, second only to basic skills.	High	Primary: Secondary:	Central administration – Special Schools Camps staff – Special Schools
a. Prevocational programs should be developed which will foster an understanding of and appreciation for the world work. The programs should familiarize students with the types of jobs available on the job market, skill requirements, and union membership requirements. The course should be designed to help a student select a skill or profession around which he may develop his career plans.			
b. Guidance and counseling should be provided on obtaining and holding a job, including possibly a workshop on filling out applications, job interview techniques, dress and appearance, attendance, and the expectations of employers. This program should be mandatory for senior students.			
c. Working level representatives of private industry, civil service (e.g., fire department) and the military should be invited to speak to students periodically about their respective job areas to instruct and motivate student interest.			
d. An aggressive program should be initiated to involve private sector employers in hiring and training apprentices from Special Schools. Programs such as the Sears Auto Division, Standard Station, Inc. should be pursued and expanded to other major employers in the area.			
Career/vocational specialists should be retained by Special Schools to develop and conduct the prevocational training program described in a. and b. above. Current vocational teachers may, with appropriate instructions, be used in this role.	High	Primary:	Central administration – Special Schools
A work experience specialist should be added at the administrative level to coordinate the program among camps and to identify and contact sources for c. and d. above. He should also be responsible for publicizing the program and its industrial participants.	High	Primary:	Central administration – Special Schools

	Priority		Responsible Group(s)
4. Work-Study Programs			
The current work/study programs should be phased out or at least de-emphasized, particularly in cases where the ward is three or more levels below grade level, in basic skills.	Medium	Primary:	Central administration – Probation Department
		Secondary:	Central administration – Special Schools
If work/study programs are retained, they should be oriented solely toward trades or skills in which the ward could reasonably be expected to work upon release, based on a market and labor supply study.	Medium	Primary:	Central administration – Probation Department
		Secondary:	Central administration – Special Schools
Any program in which the ward works full time should have provisions for compensation payable upon release from camp. Pay rates should reflect the market value of services less a reasonable, proportionate charge for room and board during confinement.	Medium	Primary:	Central administration – Probation Department
5. Other New or Expanded Programs			
All camps should have the resources to provide driver education and health education courses (including drug abuse, sex education and V.D.) for all students whose needs assessment and treatment program indicate this as appropriate.	High	Primary:	Central administration – Special Schools
6. Curriculum Development and Evaluation			
Special Schools Division should place a high priority on establishing a formal curriculum development and evaluation program.	High	Primary:	Central administration – Special Schools
		Secondary:	Camps staff – Special Schools
Instructional systems personnel from the County's Division of Special Education and personnel in the County's Division of Curriculum and Instructional Services should be utilized in the curriculum development and evaluation effort to the extent practical, particularly in the initial development phase.	Medium	Primary:	Central administration – Special Schools
		Secondary:	Camps staff – Special Schools

7. Teaching Materials and Techniques

	Priority		Responsible Group(s)
The Special Schools Division should orient its textual material toward the capabilities and interest level of its students (see recommendations under Basic Skills).	High	Primary:	Central administration – Special Schools
Classroom lesson plans should be developed in short-term modular learning packages to accommodate the constant turnover of students in the camp school classes.	High	Primary: Secondary:	Camps staff – Special Schools Central administration – Special Schools
Teaching techniques in camp schools should be adapted to the dominant learning style as specified by the prescriptive treatment teams in their needs assessment.	Medium	Primary:	Camps staff – Special Schools
Teaching techniques such as team teaching, use of teaching aides/volunteers should be evaluated in terms of their advantages and disadvantages. Those that are cost/benefit effective should be adopted.	Medium	Primary: Secondary:	Central administration – Special Schools Camps staff – Special Schools.
The Special Schools Division and Probation Department should jointly develop procedures to effectively coordinate the use of aides, volunteers, etc.	Medium	Primary:	Central administration – Special Schools and Probation

PRE- AND POSTRELEASE

	Priority		Responsible Group(s)
A comprehensive transition program should be developed which specifies and integrates the activities of the appropriate camp school personnel and aftercare personnel in preparing individual students to reenter the public school system and/or the community.	High	Primary: Secondary:	Central administration – Special Schools Intensive Aftercare administration
Educational Aftercare counselors should then be retained by the Special Schools Division to facilitate the transition of the student to public schools by becoming familiar with the student's background and educational strengths and weaknesses, meeting with public school officials, and monitoring the student's educational progress in public school.	High	Primary:	Central administration – Special Schools

MANAGEMENT	Priority		Responsible Group(s)
1. Standard Operating Procedures			
The Division of Special Schools should develop a comprehensive document of updated operating procedures.	Medium	Primary:	Central administration – Special Schools
The procedures should focus on the roles and responsibilities of certificated and classified personnel and be updated periodically.	Medium	Primary:	Central administration – Special Schools
The Division of Special Schools should require camp staffs to adhere to standardized operating procedures and should periodically evaluate performance in this context.	Low	Primary: Secondary:	Central administration – Special Schools Camps staff – Special Schools
2. School Operations			
The camp schools should be scheduled so that year-round operations are effected except for weekends and major one- and two-day holidays.	Medium	Primary:	Central administration – Special Schools
Camp school and Probation personnel should coordinate activities during these periods to reflect the holiday atmosphere.	Medium	Primary:	Central administration – Special Schools and Probation
3. Discretionary Funds			
Each camp school should have a discretionary fund from which nonbudgeted purchases can be made. The fund should be monitored and controlled by the principal, who would have final approval of all disbursements.	High	Primary:	Central administration – Special Schools
An annual report on the disbursement of discretionary funds should be prepared by each camp principal. The nature of all expenditures should be identified and, if appropriate, the benefit of the disbursement detailed.	Medium	Primary:	Camps staff – Special Schools
To assure these funds are not used indiscriminately, policy guidelines should be established which define acceptable expenditures and the mechanism for their use.	Low	Primary:	Central administration – Special Schools

	Priority		Responsible Group(s)
4. Warehousing and Inventory			
Funds should be allocated to provide centralized warehousing and inventory facilities for the Division of Special Schools. An efficient delivery system to camp schools should also be provided.	Medium	Primary	Central administration – Special Schools
5. Distribution of Staff Payroll Checks			
Special Schools Division should establish (and seek the necessary funding) an improved mechanism for the distribution of camp schools staff payroll checks.	Medium	Primary:	Central administration – Special Schools
6. Staffing			
The Special Schools Division should expand its effort to use qualified coeducational teachers.	Medium	Primary:	Central administration – Special Schools
The feasibility and desirability of rotating teaching staff among camp schools should be evaluated by the Division of Special Schools.	Low	Primary:	Central administration – Special Schools

RECRUITMENT AND TRAINING

	Priority		Responsible Group(s)
1. Recruitment			
A model teacher profile should be developed to assist in evaluating candidate teachers' capabilities in dealing with disturbed or problem children.	Medium	Primary:	Central administration – Special Schools
Consideration should be given to including, as a prerequisite for employment, either *a. prior experience in dealing with problem students (such as teaching remedial programs in an inner city school) or* *b. directly related university training and/or practice teaching of deviant youth.*	Medium	Primary:	Central administration

	Priority		Responsible Group(s)
Efforts should continue to recruit Mexican-American and black professionals to achieve a more realistic ethnic balance responsive to the ethnic balance of the school population.	High	Primary:	Central administration – Special Schools
Where possible, additional female teachers should be integrated into boys' camps and male teachers into Las Palmas.	Medium	Primary:	Central administration – Special Schools
An aggressive public relations program should be undertaken that highlights the positive aspects and challenges of teaching in the Special Schools system to overcome the problems in attracting top personnel. It should further emphasize that only the most qualified and motivated professionals will be considered.	Medium	Primary:	Central administration – Special Schools
The Special Schools should identify the circumstances where external restrictions prevent desirable management action (e.g., the hiring of noncredentialed but otherwise qualified teachers, contracting with private firms to provide educational services while receiving State ADA funding, instituting an internship program for new teachers, etc.) and explore approaches that would circumvent such restrictions. When necessary, recommendations should be prepared and submitted to the appropriate legislative bodies to initiate legislative changes.	Medium	Primary:	Central administration – Special Schools

2. Training

A formal in-service training program should be developed for required attendance by existing personnel. All teaching staff should be required to attend the course within a two-year period.	Medium	Primary: Secondary:	Central administration Special Schools Camps staff – Special Schools
Informal workshops and seminars should be conducted periodically by Senior Probation staff for the camp teaching staffs and vice versa.	Medium	Primary:	Camps staff – Special Schools and Probation Department
An orientation program should be developed for attendance by new teachers coming into the system. As part of this program, teachers should be required to spend some portion of the first week of their employment attached to a residential DPO, including living in the dormitories and sitting in on counseling sessions with the juveniles.	Medium	Primary: Secondary:	Central administration – Special Schools Camps staff – Special Schools and Probation Department

	Priority		Responsible Group(s)
Provisions should be made for Schools personnel to visit facilities that have successful educational programs. These facilities may be within the Los Angeles County juvenile camp system, the juvenile hall system or outside the system, such as private facilities or a state facility (e.g., the California Youth Authority).	Medium	Primary:	Central administration – Special Schools
A program should be initiated to work with local colleges and universities in developing an undergraduate curriculum dealing with deviant behavior problems. This type of course curriculum could also be beneficial to regular school teachers of inner city youth. Concomitantly, graduate level courses should be developed that would possibly lead to a special credential for teachers of institutionalized youth. (This recommendation is addressed to long-range programs. It is expected that several years would be required to implement such programs.)	Low	Primary:	Central administration – Special Schools
Courses currently available at local colleges and universities dealing with problems associated with deviant youth should be evaluated. Courses considered relevant should be identified and actively promoted for current personnel.	Low	Primary:	Central administration – Special Schools

COMMUNICATIONS AND COORDINATION

Special Schools Division (working jointly as appropriately with the Probation Department) should develop clearly defined roles and responsibilities for the camp schools teaching staff.	High	Primary:	Central administration – Special Schools and Probation
		Secondary:	Camps staff – Special Schools and Probation Department
Special Schools Division should promote intercamp communications by publishing a regular newsletter outlining noteworthy activities and developments at all camps and at the central administrative level.	Medium	Primary:	Central administration – Special Schools
The benefits and advantages of locating the offices of the camp director and principal so that they are at a close proximity should be investigated.	Low	Primary:	Central administration – Special Schools and Probation

MANAGEMENT STUDY
# of the
DIVISION OF SPECIAL SCHOOLS

Office of the

Los Angeles County Superintendent of Schools

Final Report Summary

June 1973

The preparation of this report was partially funded by the California Council on Criminal Justice under the provisions of the *Omnibus Crime Control and Safe Streets Act of 1968.*

SUMMARY REPORT

FOREWORD

Over the past several decades, the crime rate in the United States, particularly among young people, has reached alarming proportions. The President's Commission* reports that one boy in six is referred to juvenile court and that the 15 to 17 age group has the highest arrest rate of any segment of the nation's population.

There can be no argument that *preventing* and *controlling* antisocial, criminal, or delinquent behavior in juveniles would substantially change the total crime figures in the nation. The great body of research focused on this problem emphatically agrees that the single solution to *preventing* juvenile delinquency lies in improving the conditions of life that undermine the laws of society and lead young people to criminal activities or antisocial behavior. Ameliorating the root causes of deviant behavior raises issues of utmost complexity as it is not a simple phenomenon identified with any one specific environment or ethnic group. It occurs in every stratum of the community. It is recognized that local juvenile justice agencies alone cannot bring about the substantive changes in the environment – physical, social and economic – necessary to reverse the growing incidence of juvenile delinquency.

Clearly, the rehabilitation of those juveniles who have come to the attention of the courts holds the greatest promise in *controlling* delinquency and, ultimately, crime in general. It is critical that these youngsters be kept from further criminal actions, for their future conduct will affect society for a long time to come. It is a false economy for the community to ignore the urgency of this problem while allocating unlimited resources for enlarging police forces, building jails, and increasing the size and number of court facilities to deal with adult offenders. In addition, losses to the public attributable to crime have been estimated in hundreds of millions of dollars annually.

It is difficult, if not impossible, to isolate the role played by schools from the innumerable other factors that contribute to the development of delinquent behavior. There is undeniable evidence, however, that delinquency and failure in school correlate. It has been shown that children who fail in school are found to be delinquent seven times more often than those who are successful in their school experience. It follows that if lack of success in the community school so often leads to delinquent behavior, then rehabilitative treatment must include a strong educational component.

---

* *The Challenge of Crime in a Free Society*, Report of the President's Commission on Law Enforcement and Administration of Justice, February 1967.

The Los Angeles County Juvenile Camp System, the largest of its kind in the United States, is operated by the County Probation Department in coordination with the Office of the County Superintendent of Schools. Like other juvenile justice systems, its role is becoming increasingly complex: larger in terms of activities and volume of work; broader in the nature of responsibilities; and confronted with increasing internal and external pressures.

The need to remain relevant, to adapt to the changing conditions in an extraordinarily complex environment represents a vital challenge. It is a challenge that has been accepted by the County Probation Department and the Division of Special Schools in a number of ways. In addition to a broad variety of creative new programs, designed in response to specific areas of need, the Division of Special Schools initiated a comprehensive evaluation of the educational component of the camp system and engaged Peat, Marwick, Mitchell & Co. as outside consultants to assist them in this effort.

The following report documents the results of the study project undertaken by Peat, Marwick, Mitchell & Co. in association with Educational Evaluation Associates. An in-depth survey and extensive compilation of opinion throughout the system was conducted. Conclusions based on an analysis of findings provided the framework for the recommendations presented.

PMM&Co. gratefully acknowledges its appreciation for the assistance and contributions of the several hundred professionals on the Special Schools Division and Probation Department staffs, and particularly to the Camp Directors and school principals at the facilities where time-consuming interviews were conducted.

PMM&Co. is especially grateful to Dr. Tom Ross and Mr. Jerry Sloan of the Special Schools Division and to Mr. Sam Ostroff of the Probation Department and his staff who supplied time, information and assistance throughout the study. Knowing that a study of this type would invite criticism, they nonetheless worked with the consulting team constructively and objectively to improve the system.

The Project Review Panel, comprised of concerned individuals in the field, provided the guidance and leadership necessary to the study. The Panel members gave freely of their time and energies and clearly contributed to the results of the study.

INTRODUCTION

The following document presents a brief summary of the study project initiated in August 1972 to review and evaluate the educational component of the youth detention facilities operated by Los Angeles County. Peat, Marwick, Mitchell & Co. (PMM&Co.) was retained to conduct this study in cooperation with the Los Angeles County Division of Special Schools and the County Probation Department. The detailed findings and recommendations are set forth in the main body of the final report and reflect the impartial, objective judgment of PMM&Co. and its associate in this effort, Educational Evaluation Associates (EEA).

Background

The laws of the State of California decree that the County provide educational opportunities to youths retained in detention camps as wards of the County Juvenile Court. The responsibility for administering the educational programs conducted at the detention facilities operated by the Probation Department is vested in the Office of the Superintendent of Schools, County of Los Angeles, Special Schools Division.

Many of the problems facing the Special Schools Division in providing relevant education to youth in detention facilities are similar to problems facing schools throughout the nation. To keep pace with changing needs and requirements, the educational community must increase its effectiveness not only in the content of the instructional programs, but in its ability to cope with cultural, racial, economic, mental, and emotional variances within the school population.

The complexity of these problems is considerably intensified in a detention environment. Almost invariably, a youth confined in a detention camp has demonstrated his inability to cope with his environment. The background, circumstances, or life experiences that have led him through the juvenile courts to confinement indicate a deep-seated need that must be dealt with if he is to become a functioning, contributing member of society. Accordingly, the educational process becomes further complicated by the need to support this rehabilitation function and to respond to atypical behavioral patterns.

Although everyone is in favor of "better education," there is a considerable difference of opinion regarding what constitutes better education. Different points of view are often reflected in the policies and goals of the agencies comprising the juvenile justice system. Often these goals represent an appealing description of what each agency wishes to accomplish; however, such factors as improvements in the rehabilitation of troubled youth and in the quality and relevance of educational programs responsive to critical student needs must be judged qualitatively.

Recognizing these problems, the Special Schools Division requested, and was granted, assistance from the California Council of Criminal Justice (CCCJ) to fund an objective study of the existing educational system in detention camps and to recommend a practical course of action for improvement.

Project Objectives

The objectives of the project, as stated in the *Prospectus for Master Planning for Special Schools*, are stated below:

- To identify the educational needs of the current and projected population of children and youth in Los Angeles County *detention* facilities.
- To restate the educational objectives of the Los Angeles County Probation Camp Schools in terms of the needs assessment and to rank those objectives in priority order based on the urgency, intensity, and commonality of needs.
- To assess the extent to which the educational programs currently offered in Los Angeles County detention facilities are addressed to the needs of the population and the extent to which they achieve the priority objectives.
- To recommend new educational programs and changes in existing educational programs which hold promise for meeting the educational needs of the present and projected population of the Los Angeles County detention facilities.
- To recommend staffing patterns and management procedures to facilitate an improved instructional program.
- To recommend procedures for improving communication and coordination between the Special Schools, the Probation Department, and other agencies.

Organization of the Report

The project documentation comprises three volumes. This first volume presents an overview of the project and summarizes the resulting recommendations. The main body of the report is contained in a second volume which provides a detailed discussion of the following project phases:

- project design, including the study methodology and the development of the survey instruments used to collect the necessary information to achieve project objectives
- findings and conclusions based on the compilation and analysis of the data collected
- recommendations for a course of action to improve or strengthen system responsiveness to student needs
- guidelines to implementation.

The third volume (Appendices) contains supplemental information and technical data collected during the project which support the findings, conclusions, and recommendations.

METHODOLOGY

The approach and methodology developed for the study incorporated techniques and processes that generated three basic types of data:

- (Objective) factual data
- Subjective opinions
- Creative solutions to recognized problem areas.

Factual data was collected to document what currently exists regarding student population characteristics, educational program offerings, management procedures and the elements of coordination and communication between all agencies that have an interface with the camp schools. Subjective opinions were solicited, where appropriate, to highlight the perceived strengths and weaknesses of the camp schools educational programs. Subjective opinions were also addressed to the effectiveness of the communication and coordination between related agencies. Creative solutions to problem areas were also solicited from a cross-section of Probation Department and Special Schools Division personnel to insure that all major alternative solutions were considered.

A data base was developed by extensive student and staff interviewing and reviewing of students' camp files and public school files. The following table summarizes the number of interviews and file reviews accomplished during the study.

Table A

Sources of Information

	Number of interviews or file reviews
INTERVIEWS	
Division of Special Schools staff	101
Probation Department staff	106
Students in camp	43
Released students	168
FILE REVIEWS	
Males – camp files	203
Females – camp files	60
Released students – public school files	104

FINDINGS

The project team sought the objective, unrestricted opinions and judgments of a broad sample of people whose work and interest bore a direct relation to the juvenile camp system. Although the major thrust of the study project was directed toward the role of the Special Schools Division, many of the problems confronting the schools have a direct relationship and impact on the role, philosophy, and operation of the juvenile justice system in general, and the Probation Department in particular.

The study survey confirmed that there exists within the present system a number of difficulties that beset the camp system:

- Serious questions exist both within and outside the Special Schools and Probation Department regarding the individual and collective roles and responsibilities of these organizations.

- The diversity in, and conflicting interests of, these roles and responsibilities inhibit the development of a unified course of action.

- The camp schools operate in a rigidly controlled environment that bears little similarity to community public schools, yet are subject to the same codes, policies, procedures, and professional standards.

- Generally, the public views Special Education programs for physically, emotionally, or mentally handicapped children with more sympathy and support than education programs for delinquents even though many of these youngsters have similar handicaps.

- There is no comprehensive information system to provide follow-up evaluation data on the effectiveness of existing programs.

- The geographic location of the juvenile detention camps restricts communication both vertically and horizontally in and between both the Special Schools and Probation Departments.

A fundamental purpose of the study was to determine the extent and nature of problems arising from these general conditions and to analyze the impact of these problems on effectiveness of the camp school program.

Based on these findings, it was concluded that there are several major factors that impact on the ability of the camp schools to provide an effective educational experience for juvenile wards of the courts in residence at detention facilities. Analysis of the findings indicates that most of the problems confronting the camp school system evolve, directly or indirectly, from the following:

- Dual management of the camp system by the Probation Department and the Special Schools Division complicates the coordination and communication problems inherent in almost all large organizations.

- The educational component of the camp program cannot be considered separately, but must be designed and operated in the context of the total treatment and rehabilitation program.

- Each child represents a unique set of needs and requirements which must be dealt with on an individual basis.

- The social, emotional, and educational needs involved in individual treatment programs are interdependent: accordingly, the development of an individualized program for each child must be the concern of *both* the Probation Department and the Division of Special Schools.

Specific findings and conclusions related to specific elements of the camp school system are presented in Part B of the second volume.

RECOMMENDATIONS

A summary of the recommendations resulting from the study project is presented in Exhibit A. These recommendations are based on an analysis of specific study findings documented in the second and third volumes. Alternative solutions were developed for each problem or need area and were evaluated in terms of needs, potential benefits and system constraints. The rationale for the selection of the preferred alternatives (recommendations) is presented in Part C of the second volume.

Exhibit A also indicates the priority of each recommendation and the suggested group(s) responsible for implementation. Priorities have been designated "high," "medium," or "low" in accordance with the following definitions:

High – Highest priority, urgent, according to findings and conclusions implementation should be started and completed as soon as possible.

Medium – Medium priority, not urgent, findings and conclusions indicate that action should be taken as soon as possible but *not* at the expense of delays in implementing "high" priority recommendations.

Low – Lowest priority, high desirability but not urgent, findings and conclusions indicate a need for the recommendations, should *not* be implemented at the expense of delays in implementing "high" or "medium" priority recommendations.

[redacted]

Exhibit A

SUMMARY OF RECOMMENDATIONS

KEY DECISION POINTS	Priority		Responsible Group(s)
1. Management Mode			
For the next two years, the Probation Department and the Special Schools Division retain the existing dual management system and implement the appropriate improvements as described in the subsequent sections.	High	Primary:	Various
The administrations of these two agencies develop mutually acceptable measures of effectiveness to evaluate the results of the implemented improvements and of the total system. It is suggested that formal evaluation procedures be initiated and reported semiannually.	High	Primary: Secondary:	Central administration – Special Schools Central administration – Probation Department
An ad hoc multiagency committee be established to develop an orderly planning process for single management of the camp system, including a detailed assessment of the legal and economic constraints, the priority of need based on the results of the evaluation process described above, and possibly the initiation of a pilot program in one of the camp sites.	Medium	Primary:	Central administrations – Special Schools and Probation
2. Camp Treatment and Prescription Team			
"Diagnostic-prescriptive" teams composed of camp school teachers and a Probation staff member should be organized at each camp for the purpose of assessing student needs, developing treatment and/or instructional programs, monitoring student progress and planning for the students' reentry into the community.	High	Primary: Secondary:	Central administration – Special Schools and Probation Camps staff – Special Schools and Probation
A "learning coordinator" should be added to the professional staff of each camp. The coordinator will be primarily responsible for organizing and monitoring the progress of all "diagnostic-prescriptive" team activities.	High	Primary:	Central administration – Special Schools

3. Assessment of Individualized Student Needs

Recommendation	Priority		Responsible Group(s)
The first two to three weeks following a student's assignment to camp should be devoted to assessing student needs (i.e., academic, social and personal needs). The "diagnostic-prescriptive" team should be primarily responsible for the assessment.	High	Primary: Secondary:	Central administration – Special Schools Camps staff – Special Schools

4. Information System

Recommendation	Priority		Responsible Group(s)
The Division of Special Schools should develop standardized student information requirements, standard forms, and standard procedures to insure that all required data is placed in each student's files on a timely basis.	High	Primary:	Central administration – Special Schools
The Division of Special Schools should develop a master plan for a management information system which would provide summarized data pertaining to generalized student needs and program effectiveness.	Medium	Primary:	Central administration – Special Schools

EDUCATIONAL PROGRAMS

1. Basic Skills

Recommendation	Priority		Responsible Group(s)
Basic skills programs should receive the top priority in all camp educational programs. Basic skills programs currently operating under Title I funding should be expanded, at County cost if necessary, to include all students reading three or more levels below grade level with particular emphasis on students reading below sixth grade level.	High	Primary:	Central administration – Special Schools
Text materials in remedial classes should be oriented toward age interest.	Medium	Primary:	Central administration – Special Schools
Text materials used in other classes should be adapted to reflect the lower reading skills exhibited by the camp population.	Medium	Primary:	Central administration – Special Schools

	Priority		Responsible Group(s)
Funds should be made available to seek out and purchase, or develop, reading materials more responsive to identified needs and interests of current and projected student population. Textbooks should not be limited to those on hand and purchased by the State if, indeed, they do not serve the purpose of the Special Schools programs.	High	Primary:	Central administration – Special Schools
Teacher/pupil ratios in basic skills classes should be explored to determine the most effective and practical ratio patterns for best results.	High	Primary:	Central administration – Special Schools
The proportion of the school day devoted to intensive remedial instruction should be limited to 2½ to 3 hours per day.	High	Primary:	Central administration – Special Schools
The inventory of books maintained in the camp libraries should be reevaluated in terms of student interest. Camps should be allowed discretionary funds to purchase paperbacks appropriate to the camp population to motivate an increased interest in reading. These paperbacks should be considered basically, expendable, with little control exercised over their use by teachers.	Medium	Primary: Secondary:	Camps staff – Special Schools Central administration – Special Schools

2. High School and GED Programs

	Priority		Responsible Group(s)
Regular high school and GED programs should be retained but restricted to those students with the demonstrated potential to perform successfully in the program.	Medium	Primary: Secondary:	Central administration – Special Schools Camps staff – Special Schools
A study should be conducted to determine what courses from the regular high school curriculum should be adapted for students in the remedial (basic skills) program.	Medium	Primary:	Central administration – Special Schools
Optional high school courses now included in camp school curriculum should be reexamined to determine their relevance and appropriateness for the camp school population.	Medium	Primary:	Central administration – Special Schools

3. Prevocational Training and Guidance

	Priority	Responsible Group(s)
Prevocational training and guidance and career planning should be assigned a high priority, second only to basic skills.	High	Primary: Central administration – Special Schools Secondary: Camps staff – Special Schools
a. Prevocational programs should be developed which will foster an understanding of and appreciation for the world work. The programs should familiarize students with the types of jobs available on the job market, skill requirements, and union membership requirements. The course should be designed to help a student select a skill or profession around which he may develop his career plans.		
b. Guidance and counseling should be provided on obtaining and holding a job, including possibly a workshop on filling out applications, job interview techniques, dress and appearance, attendance, and the expectations of employers. This program should be mandatory for senior students.		
c. Working level representatives of private industry, civil service (e.g., fire department) and the military should be invited to speak to students periodically about their respective job areas to instruct and motivate student interest.		
d. An aggressive program should be initiated to involve private sector employers in hiring and training apprentices from Special Schools. Programs such as the Sears Auto Division, Standard Station, Inc. should be pursued and expanded to other major employers in the area.		
Career/vocational specialists should be retained by Special Schools to develop and conduct the prevocational training program described in a. and b. above. Current vocational teachers may, with appropriate instructions, be used in this role.	High	Primary: Central administration – Special Schools
A work experience specialist should be added at the administrative level to coordinate the program among camps and to identify and contact sources for c. and d. above. He should also be responsible for publicizing the program and its industrial participants.	High	Primary: Central administration – Special Schools

	Priority		Responsible Group(s)
4. Work-Study Programs			
The current work/study programs should be phased out or at least de-emphasized, particularly in cases where the ward is three or more levels below grade level in basic skills.	Medium	Primary: Secondary:	Central administration – Probation Department Central administration – Special Schools
If work/study programs are retained, they should be oriented solely toward trades or skills in which the ward could reasonably be expected to work upon release, based on a market and labor supply study.	Medium	Primary: Secondary:	Central administration – Probation Department Central administration – Special Schools
Any program in which the ward works full time should have provisions for compensation payable upon release from camp. Pay rates should reflect the market value of services less a reasonable, proportionate charge for room and board during confinement.	Medium	Primary:	Central administration – Probation Department
5. Other New or Expanded Programs			
All camps should have the resources to provide driver education and health education courses (including drug abuse, sex education and V.D.) for all students whose needs assessment and treatment program indicate this as appropriate.	High	Primary:	Central administration – Special Schools
6. Curriculum Development and Evaluation			
Special Schools Division should place a high priority on establishing a formal curriculum development and evaluation program.	High	Primary: Secondary:	Central administration – Special Schools Camps staff – Special Schools
Instructional systems personnel from the County's Division of Special Education and personnel in the County's Division of Curriculum and Instructional Services should be utilized in the curriculum development and evaluation effort to the extent practical, particularly in the initial development phase.	Medium	Primary: Secondary:	Central administration – Special Schools Camps staff – Special Schools

	Priority		Responsible Group(s)
7. Teaching Materials and Techniques			
The Special Schools Division should orient its textual material toward the capabilities and interest level of its students (see recommendations under Basic Skills).	High	Primary:	Central administration – Special Schools
Classroom lesson plans should be developed in short-term modular learning packages to accommodate the constant turnover of students in the camp school classes.	High	Primary: Secondary:	Camps staff – Special Schools Central administration – Special Schools
Teaching techniques in camp schools should be adapted to the dominant learning style as specified by the prescriptive treatment teams in their needs assessment.	Medium	Primary:	Camps staff – Special Schools
Teaching techniques such as team teaching, use of teaching aides/volunteers should be evaluated in terms of their advantages and disadvantages. Those that are cost/benefit effective should be adopted.	Medium	Primary: Secondary:	Central administration – Special Schools Camps staff – Special Schools
The Special Schools Division and Probation Department should jointly develop procedures to effectively coordinate the use of aides, volunteers, etc.	Medium	Primary:	Central administration – Special Schools and Probation
PRE- AND POSTRELEASE			
A comprehensive transition program should be developed which specifies and integrates the activities of the appropriate camp school personnel and aftercare personnel in preparing individual students to reenter the public school system and/or the community.	High	Primary: Secondary:	Central administration – Special Schools Intensive Aftercare administration
Educational Aftercare counselors should then be retained by the Special Schools Division to facilitate the transition of the student to public schools by becoming familiar with the student's background and educational strengths and weaknesses, meeting with public school officials, and monitoring the student's educational progress in public school.	High	Primary:	Central administration – Special Schools

MANAGEMENT	Priority		Responsible Group(s)
1. Standard Operating Procedures			
The Division of Special Schools should develop a comprehensive document of updated operating procedures.	Medium	Primary:	Central administration – Special Schools
The procedures should focus on the roles and responsibilities of certificated and classified personnel and be updated periodically.	Medium	Primary:	Central administration – Special Schools
The Division of Special Schools should require camp staffs to adhere to standardized operating procedures and should periodically evaluate performance in this context.	Low	Primary: Secondary:	Central administration – Special Schools Camps staff – Special Schools
2. School Operations			
The camp schools should be scheduled so that year-round operations are effected except for weekends and major one- and two-day holidays.	Medium	Primary:	Central administration – Special Schools
Camp school and Probation personnel should coordinate activities during these periods to reflect the holiday atmosphere.	Medium	Primary:	Central administration – Special Schools and Probation
3. Discretionary Funds			
Each camp school should have a discretionary fund from which nonbudgeted purchases can be made. The fund should be monitored and controlled by the principal, who would have final approval of all disbursements.	High	Primary:	Central administration – Special Schools
An annual report on the disbursement of discretionary funds should be prepared by each camp principal. The nature of all expenditures should be identified and, if appropriate, the benefit of the disbursement detailed.	Medium	Primary:	Camps staff – Special Schools
To assure these funds are not used indiscriminately, policy guidelines should be established which define acceptable expenditures and the mechanism for their use.	Low	Primary:	Central administration – Special Schools

	Priority		Responsible Group(s)
4. Warehousing and Inventory			
Funds should be allocated to provide centralized warehousing and inventory facilities for the Division of Special Schools. An efficient delivery system to camp schools should also be provided.	Medium	Primary:	Central administration – Special Schools
5. Distribution of Staff Payroll Checks			
Special Schools Division should establish (and seek the necessary funding) an improved mechanism for the distribution of camp schools staff payroll checks.	Medium	Primary:	Central administration – Special Schools
6. Staffing			
The Special Schools Division should expand its effort to use qualified coeducational teachers.	Medium	Primary:	Central administration – Special Schools
The feasibility and desirability of rotating teaching staff among camp schools should be evaluated by the Division of Special Schools.	Low	Primary:	Central administration – Special Schools

RECRUITMENT AND TRAINING

	Priority		Responsible Group(s)
1. Recruitment			
A model teacher profile should be developed to assist in evaluating candidate teachers' capabilities in dealing with disturbed or problem children.	Medium	Primary:	Central administration – Special Schools
Consideration should be given to including, as a prerequisite for employment, either *a. prior experience in dealing with problem students (such as teaching remedial programs in an inner city school) or* *b. directly related university training and/or practice teaching of deviant youth.*	Medium	Primary:	Central administration

	Priority		Responsible Group(s)
Efforts should continue to recruit Mexican-American and black professionals to achieve a more realistic ethnic balance responsive to the ethnic balance of the school population.	High	Primary:	Central administration – Special Schools
Where possible, additional female teachers should be integrated into boys' camps and male teachers into Las Palmas.	Medium	Primary:	Central administration – Special Schools
An aggressive public relations program should be undertaken that highlights the positive aspects and challenges of teaching in the Special Schools system to overcome the problems in attracting top personnel. It should further emphasize that only the most qualified and motivated professionals will be considered.	Medium	Primary:	Central administration – Special Schools
The Special Schools should identify the circumstances where external restrictions prevent desirable management action (e.g., the hiring of noncredentialed but otherwise qualified teachers, contracting with private firms to provide educational services while receiving State ADA funding, instituting an internship program for new teachers, etc.) and explore approaches that would circumvent such restrictions. When necessary, recommendations should be prepared and submitted to the appropriate legislative bodies to initiate legislative changes.	Medium	Primary:	Central administration – Special Schools

2. Training

A formal in-service training program should be developed for required attendance by existing personnel. All teaching staff should be required to attend the course within a two-year period.	Medium	Primary:	Central administration Special Schools
		Secondary:	Camps staff – Special Schools
Informal workshops and seminars should be conducted periodically by Senior Probation staff for the camp teaching staffs and vice versa.	Medium	Primary:	Camps staff – Special Schools and Probation Department
An orientation program should be developed for attendance by new teachers coming into the system. As part of this program, teachers should be required to spend some portion of the first week of their employment attached to a residential DPO, including living in the dormitories and sitting in on counseling sessions with the juveniles.	Medium	Primary:	Central administration – Special Schools
		Secondary:	Camps staff – Special Schools and Probation Department

	Priority		Responsible Group(s)
Provisions should be made for Schools personnel to visit facilities that have successful educational programs. These facilities may be within the Los Angeles County juvenile camp system, the juvenile hall system or outside the system, such as private facilities or a state facility (e.g., the California Youth Authority).	Medium	Primary:	Central administration – Special Schools
A program should be initiated to work with local colleges and universities in developing an undergraduate curriculum dealing with deviant behavior problems. This type of course curriculum could also be beneficial to regular school teachers of inner city youth. Concomitantly, graduate level courses should be developed that would possibly lead to a special credential for teachers of institutionalized youth. (This recommendation is addressed to long-range programs. It is expected that several years would be required to implement such programs.)	Low	Primary:	Central administration – Special Schools
Courses currently available at local colleges and universities dealing with problems associated with deviant youth should be evaluated. Courses considered relevant should be identified and actively promoted for current personnel.	Low	Primary:	Central administration – Special Schools
COMMUNICATIONS AND COORDINATION			
Special Schools Division (working jointly as appropriately with the Probation Department) should develop clearly defined roles and responsibilities for the camp schools teaching staff.	High	Primary:	Central administration – Special Schools and Probation
		Secondary:	Camps staff – Special Schools and Probation Department
Special Schools Division should promote intercamp communications by publishing a regular newsletter outlining noteworthy activities and developments at all camps and at the central administrative level.	Medium	Primary:	Central administration – Special Schools
The benefits and advantages of locating the offices of the camp director and principal so that they are at a close proximity should be investigated.	Low	Primary:	Central administration – Special Schools and Probation

APPENDICES

A Glossary of Terms
B File Review Instrument – Camps
C File Review Instrument – Public School
D Guidelines for File Reviewers
E Special Schools Staff Interview Document (Phase I)
F Special Schools Staff Interview Document (Phase II)
G Probation Staff Interview Document (Phase I)
H Probation Staff Interview Document (Phase II)
I Project Summary for Staff Interviewers
J Student Interview Document
K Project Summary for Student Interviewers
L Management Summary Sheet
M Goal Statements Documents (Special Schools and Probation Staff)
N Goal Statements Document (Juvenile Court Judges and Commissioners)
O Goal Statements Document (Public School Personnel)
P Summary of Findings – File Review
  Section 1 Male Recidivists – Camp Files
  Section 2 Male Nonrecidivists – Camp Files
  Section 3 Females – Camp Files
  Section 4 Males – Public School Files
  Section 5 Females – Public School Files
Q Summary of Findings – Student Interviews
  Section 1 Students in Camp
  Section 2 Released Students: Male Recidivists in Public School
  Section 3 Released Students: Male Nonrecidivists in Public School
  Section 4 Released Students: Public School Male Dropouts
  Section 5 Released Students: Males Who Never Returned to Public School
  Section 6 Released Students: All Females
R Summary of Findings – Special Schools Staff Interviews
S Summary of Findings – Probation Staff Interviews
T Summary of Findings – Supplementary Points of View Analysis

APPENDIX A

GLOSSARY OF TERMS

GLOSSARY OF TERMS

Academic status

Corresponds to youth's overall grade point average in academic subjects since return to public school (derived from public school files).

Attendance (public school)

Record of public school attendance prior to most recent Special Schools placement. "Average," "good" and "poor" attendance determined from data on transcripts. Less than five days absent per semester classified as "good." Between five and twelve days absent classified as "average"; more than twelve days, "poor." "Poor" attendance usually noted in teacher or administration notes contained in file.

Arithmetic (math) achievement

Math achievement according to the most recent valid scholastic aptitude or achievement data in camp or public school files (e.g., according to the Wide Range Achievement Tests, California Achievement Tests, etc.)

College preparatory

Refers to academic programs directed toward preparation of the student for college admission. College preparatory program generally specified on transcript. (Program includes such courses as biology, chemistry, geometry, trigonometry, etc.)

Contacts with authorities

The number of separate arrests (*not* contacts experienced while youth is processed through courts) by law enforcement authorities.

Delinquent tendencies

Reason for referral or nature of contact with authorities which includes vagrancy, loitering, curfew, liquor, truancy, runaway and incorrigible.

Dependency situations

Reason for referral or nature of contact with authorities which includes no proper guardian, parental neglect, sex assault victim and mental deficiency.

Employment status

Employment status of youth prior to or subsequent to most recent Special Schools placement. Classified "employed full-time," "employed part-time," or unemployed only if not classified as a student. "Student" classification includes both day and night school.

General compensatory

Refers to minimal educational program required by State law for juveniles.

Intelligence level

Intelligence quotient (IQ) score from most recent administration of a standardized intelligence test (e.g., WISC, Stanford-Binet, Peabody, etc. Categorization of youth's IQ as "superior" (above 120 IQ), "high average" (110-119 IQ), "average" (90-109), "low average" (80-89), "borderline" (70-79), and "mentally handicapped" (below 70).

Narcotics

Reason for referral or nature of contact with authorities which includes the possession and use of narcotics and/or other illegal drugs.

Non-recidivist – see "recidivist"

Offenses against persons

Reason for referral or nature of contact with authorities which includes homicide, robbery and assault.

Offenses against property

Reason for referral or nature of contact with authorities which includes burglary, theft, forgery and arson.

Primary reason for referral

When a youth's file records indicate that referral is for multiple reasons, the primary reason for referral is that offense listed first in the following order of offenses: offenses against persons, offenses against property, sex delinquency, narcotics, traffic, delinquent tendencies, dependency situations, and other miscellaneous violations. A secondary reason for referral is that offense listed second and a tertiary reason for referral (if applicable) is the offense listed third.

Recidivist

Refers to all youths who have had a multiple exposure to the camp schools programs. Multiple exposure can occur when a youth is placed in a camp on two or more separate occasions (different charges and adjudication proceedings) or when a youth is classified AWOL (absent without leave) and is subsequently apprehended and returned to a camp school program. All youths who are *not* classified as recidivists are non-recidivists.

Sex delinquency

Reason for referral or nature of contact with authorities which includes rape, illegitimate sex relations and homosexual acts.

Secondary reason for referral

See "primary reason for referral."

Tertiary reason for referral

See "primary reason for referral."

Traffic

Reason for referral or nature of contact with authorities which includes drunk driving, hit and run, and speeding.

Verbal achievement

Verbal achievement according to the most recent valid scholastic aptitude or achievement data in the camp or public school files (e.g., according to the Wide Range Achievement Tests, California Achievement Tests, etc.)

Vocational training

Training which includes vocationally oriented course and/or programs such as welding, auto mechanics, landscaping, cosmetology, clothing, foods/culinary, secretarial and nursing.

APPENDIX B

FILE REVIEW INSTRUMENT – CAMPS

Name of file reviewer: ______________________

Date file reviewed: ______________________

Date file keypunched: ______________________

Date file verified: ______________________

File name of youth:

______________________, ____________
Last First

Special School name:

____

COLUMNS

1-2-3 Identification number of case: ______ ______ ______

4 Population description
- 1 recidivist
- 2 nonrecidivist
- 3 released youth (within last 24 months)

5-6 Special School where file was reviewed
- 01 Afflerbaugh–Paige
- 02 David Gonzales
- 03 Vernon Kilpatrick
- 04 Las Palmas
- 05 Joseph Scott
- 06 Kenyon Scudder
- 07 Fred Miller
- 08 Glen Rockey
- 09 Fenner Canyon

INFORMATION COLLECTED FROM PROBATION FILES

7 Sex of youth
- 1 Male
- 2 Female

8 Age of youth as of most recent Special School placement
- 1 6 to 8 years
- 2 9 to 12 years
- 3 13 to 15 years
- 4 16 to 18 years
- 5 over 18 years

9 Age of youth as of date file is reviewed
- 1 6 to 8 years
- 2 9 to 12 years
- 3 13 to 15 years
- 4 16 to 18 years
- 5 over 18 years

10 Race of youth
- 1 Caucasian
- 2 Negro
- 3 Mexican-American
- 4 Oriental
- 5 Indian, Hawaiian

11 Geographic location prior to Special Schools assignment
- 1 San Fernando Valley, Glendale, Burbank, etc.
- 2 San Gabriel Valley, Pasadena, etc.
- 3 East Los Angeles, Montebello, Alhambra, etc.
- 4 West Los Angeles, Santa Monica, Culver City, etc.
- 5 South Central Los Angeles, Compton, Carson, Watts, etc.
- 6 Other (specify: ____________________)

12 Referral agency
- 1 Los Angeles Police Department (LAPD)
- 2 Sheriff's Office
- 3 Other Police Department
- 4 Juvenile Court
- 5 Probation Department
- 6 California Youth Authority (CYA)
- 7 Department of Public Social Services (DPSS)
- 8 Other agency (specify: ____________________)
- 9 No information

13 Primary reason for most recent referral to Special Schools
- 1 Offenses against person (e.g., homicide, robbery, assault)
- 2 Offenses against property (e.g., burglary, theft, forgery and checks, arson)
- 3 Sex delinquency (e.g., rape, illegitimate sex relations, homosexual acts)
- 4 Narcotics (e.g., possession, sale, etc.)
- 5 Traffic (e.g., drunk driving, hit and run, speeding, etc.)
- 6 Delinquent tendencies (e.g., vagrancy, loitering, curfew, liquor, truancy, runaway, incorrigible, etc.)
- 7 Dependency situations (e.g., no proper guardian, parental neglect, sex assault victim, mental deficiency, etc.)
- 8 Other miscellaneous law violations
- 9 No information

14 Secondary reason for most recent referral to Special Schools
- 1 Offenses against person (e.g., homicide, robbery, assault)
- 2 Offenses against property (e.g., burglary, theft, forgery and checks, arson)
- 3 Sex delinquency (e.g., rape, illegitimate sex relations, homosexual acts)
- 4 Narcotics (e.g., possession, sale, use, etc.)
- 5 Traffic (e.g., drunk driving, hit and run, speeding, etc.)
- 6 Delinquent tendencies (e.g., vagrancy, loitering, curfew, liquor, truancy, runaway, incorrigible, etc.)
- 7 Dependency situations (e.g., no proper guardian, parental neglect, sex assault victim, mental deficiency, etc.)
- 8 Other miscellaneous law violations
- 9 No information
- 0 Not applicable if only a primary reason is given

15 Tertiary reason for most recent referral to Special Schools
1 Offenses against person (e.g., homicide, robbery, assault)
2 Offenses against property (e.g., burglary, theft, forgery and checks, arson)
3 Sex delinquency (e.g., rape, illegitimate sex relations, homosexual acts)
4 Narcotics (e.g., possession, sale, use, etc.)
5 Traffic (e.g., drunk driving, hit and run, speeding, etc.)
6 Delinquent tendencies (e.g., vagrancy, loitering, curfew, liquor, truancy, runaway, incorrigible, etc.)
7 Dependency situations (e.g., no proper guardian, parental neglect, sex assault victim, mental deficiency, etc.)
8 Other miscellaneous law violations
9 No information
0 Not applicable if only primary and secondary reason is given

16 Number of contacts with authorities (e.g., arrests; not contacts incurred while youth being processed through courts) prior to most recent Special School assignment
1 None
2 1 to 3
3 4 to 6
4 7 to 9
5 10 to 12
6 More than 12
9 No information

17 Primary nature of previous contacts with authorities
1 Offenses against persons
2 Offenses against property
3 Sex delinquency
4 Narcotics
5 Traffic
6 Delinquent tendencies
7 Dependency situations
8 Other miscellaneous law violations
9 No information
0 Not applicable if youth had no previous contacts with authorities

18 Secondary nature of previous contacts with authorities
1 Offenses against persons
2 Offenses against property
3 Sex delinquency
4 Narcotics
5 Traffic
6 Delinquent tendencies
7 Dependency situations
8 Other miscellaneous law violations
9 No information
0 Not applicable if youth had no previous contacts or if previous contacts are only of primary nature

19 Tertiary nature of previous contacts with authorities
- 1 Offenses against persons
- 2 Offenses against property
- 3 Sex delinquency
- 4 Narcotics
- 5 Traffic
- 6 Delinquent tendencies
- 7 Dependency situations
- 8 Other miscellaneous law violations
- 9 No information
- 0 Not applicable if youth had no previous contacts or if previous contacts were only of primary and secondary nature

20 Employment status of youth prior to Special School placement
- 1 Employed full-time
- 2 Employed part-time
- 3 Unemployed
- 4 Student
- 9 No information

21 Physical status of youth's most recent Special School assignment
- 1 Normal, average
- 2 Disabled or handicapped in some way
- 3 Epileptic
- 4 Drug addicted or alcoholic
- 5 Other physical or health problem (specify: ______________)
- 6 Combination of physical problems (specify: ______________)
- 9 No information

22 Was a clinical diagnostic report prepared on this youth?
- 1 Yes
- 2 No

23 Length of most recent Special School placement
- 1 Less than 5 weeks
- 2 5 to 9 weeks
- 3 10 to 14 weeks
- 4 15 to 19 weeks
- 5 20 to 24 weeks
- 6 25 weeks and over
- 9 No information
- 0 Not applicable if youth still resides in Special School

24 Method of release from most recent Special School assignment

1 Successful completion
2 Camp failure (e.g., returned to court for failure to adjust to camp, runaway, etc.)
3 Medical and other
9 No information
0 Not applicable if youth still resides in Special School

INFORMATION TO BE GATHERED FROM SPECIAL SCHOOLS FILES

25 What is the nature of the most recent, valid intelligence data for youth?

1 WISC (Wechsler Intelligence Scales for Children)
2 WAIS (Wechsler Intelligence Scales for Adults)
3 Stanford Binet Intelligence Scale
4 Peabody Picture Vocabulary Test
5 Other test (specify: ________________________)
6 No test data available, but intelligence estimated by interviewer
9 No information

26 What is the youth's tested intelligence level?

1 Superior intelligence (above 120 IQ)
2 High average (110-119)
3 Average (90-109)
4 Low average (80-89)
5 Borderline (70-79)
6 Mentally handicapped (below 70)
9 No information

27 What is the nature of the most recent, valid scholastic aptitude or achievement data for youth?

1 Wide Range Achievement Test (WRAT)
2 California Achievement Test (CAT)
3 Iowa Tests of Educational Development
4 Other (specify: ________________________)
9 No information

28 Based on school transcripts and the results of scholastic achievement testing, if any, how would you judge the youth's reading, vocabulary and/or verbal achievement?

1 Above expected grade level
2 At expected grade level
3 One grade below expected grade level
4 Two grades below expected grade level
5 Three or more grades below expected grade level
9 Insufficient information to make judgment

29 Based on school transcripts and the results of scholastic achievement testing, if any, how would you judge the youth's arithmetic achievement?

1 Above expected grade level
2 At expected grade level
3 One grade below expected grade level
4 Two grades below expected grade level
5 Three or more grades below expected grade level
9 Insufficient information to make judgment

30 Based on school transcripts, how would you judge the youth's school attendance prior to most recent Special School placement?

1 Good
2 Average
3 Poor
9 Insufficient information to make judgment
0 Not applicable if youth not in school previously

31 What is the nature of the youth's educational program prior to most recent Special School placement?

1 College preparatory
2 General compensatory education
3 Vocational education
4 Remedial and/or special programs (e.g., EMR)
9 No information
0 Not applicable

32 Did youth receive vocational training (e.g., welding, auto mechanics, landscaping, cosmetology, clothing, foods, secretarial, nursing, etc.) during most recent Special School placement?

1 Yes
2 No
9 No information

33 Did youth receive basic skills or other instruction in reading, spelling and/or mathematics during most recent Special School placement?

1 Yes
2 No
9 No information

34 Did youth receive a diploma or vocational certificate of completion during his most recent Special School placement?

1 No diploma or vocational certificate
2 Junior high school diploma
3 High school diploma
4 Vocational certificate of completion
9 No information
0 Not applicable if youth resides in Special Schools

35 In general, how would you characterize the youth's academic status (e.g., in arithmetic, reading, etc.) upon release from Special School?

1 Above expected grade level
2 At expected grade level
3 One grade below expected grade level
4 Two grades below expected grade level
5 Three or more grades below expected grade level
9 Insufficient information to make judgment
0 Not applicable if youth still resides at Special Schools or did not receive academic instruction

36 In general, how would you characterize the youth's achievement in vocational education (e.g., auto shop, welding, etc.) upon release from Special School?

1 Very good (e.g., A, 8-10 points)
2 Good (B, 7 points)
3 Satisfactory (C, 4-6 points)
4 Unsatisfactory (D, 2-3 points)
5 Failing (F, 1 point)
9 Insufficient information to make judgment
0 Not applicable if youth still resides at Special School or did not receive vocational education

APPENDIX C

FILE REVIEW INSTRUMENT – PUBLIC SCHOOL

Name of file reviewer: ________________________________

Date file reviewed: ______________________

Date file keypunched: ____________________

Date file verified: ______________________

File name of youth:

______________________	__________
Last	First

Public school name:

____

PUBLIC SCHOOL FILE REVIEW

Columns		
1-2-3	Identification number of case: ___ ___ ___	
4	Population description	
	1	Recidivist
	2	Non-recidivist
	3	Released youth (within last 24 months)
5-6	Special School youth was released from	
	01	Afflerbaugh
	02	David Gonzales
	03	Vernon Kilpatrick
	04	Las Palmas
	05	Joseph Scott
	06	Kenyon Scudder
	07	Fred Miller
	08	Glen Rockey
	09	Fenner Canyon
	10	Paige
	00	No information
7	Sex of youth	
	1	Male
	2	Female
8	Age of youth as of most recent Special Schools placement	
	1	6 to 8 years
	2	9 to 12 years
	3	13 to 15 years
	4	16 to 18 years
	5	Over 18 years
	0	No information
9	Age of youth as of date that file is reviewed	
	1	6 to 8 years
	2	9 to 12 years
	3	13 to 15 years
	4	16 to 18 years
	5	Over 18 years
	0	No information

Columns

10 Race of youth

- 1 Caucasian
- 2 Negro
- 3 Mexican-American
- 4 Oriental
- 5 Indian, Hawaiian
- 0 No information

11-24 Skip

25 What was the nature of the most valid intelligence data for youth prior to or during his most recent Special Schools placement?

- 1 WISC (Wechsler Intelligence Scales for Children)
- 2 WAIS (Wechsler Intelligence Scales for Adults)
- 3 Stanford Binet Intelligence Scale
- 4 Peabody Picture Vocabulary Test
- 5 Other test (specify:____________________)
- 6 No test data available, but intelligence estimated by interviewer
- 9 No information

26 What was the youth's tested intelligence level prior to or during his most recent Special Schools placement?

- 1 Superior intelligence (above 120 IQ)
- 2 High average (110-119)
- 3 Average (90-109)
- 4 Low average (80-89)
- 5 Borderline (70-79)
- 6 Mentally handicapped (below 70)
- 9 No information

27 What was the nature of the most valid scholastic aptitude or achievement data for youth priot to or during most recent Special Schools placement?

- 1 Wide Range Achievement Test (WRAT)
- 2 California Achievement Test (CAT)
- 3 Iowa Tests of Educational Development
- 4 Other (specify:____________________)
- 9 No information

28 Based on past school transcripts and the results of scholastic achievement testing, if any, how would you judge the youth's reading, vocabulary and/or verbal achievement?

- 1 Above expected grade level
- 2 At expected grade level
- 3 One grade below expected grade level
- 4 Two grades below expected grade level
- 5 Three or more grades below expected grade level
- 9 Insufficient information to make judgment

Columns

29 Based on past school transcripts and the results of scholastic achievement testing, if any, how would you judge the youth's arithmetic achievement?

1 Above expected grade level
2 At expected grade level
3 One grade below expected grade level
4 Two grades below expected grade level
5 Three or more grades below expected grade level
9 Insufficient information to make judgment

30 Based on past school transcripts, how would you judge the youth's school attendance prior to most recent Special Schools placement?

1 Good
2 Average
3 Poor
9 Insufficient information to make judgment
0 Not applicable if youth not in school previously

31 What was the nature of the youth's educational program prior to most recent Special Schools placement?

1 College preparatory
2 General compensatory education
3 Vocational education
4 Remedial and/or special programs (e.g., EMR)
9 No information
0 Not applicable

32 Did youth receive vocational training (e.g., welding, auto mechanics, landscaping, cosmetology, clothing, foods, secretarial, nursing, etc.) during most recent Special Schools placement?

1 Yes
2 No
9 No information

33 Did youth receive basic skills or other instruction in reading, spelling and/or mathematics during most recent Special Schools placement?

1 Yes
2 No
9 No information

34 Did youth receive a diploma or vocational certificate of completion during his most recent Special Schools placement?

1 No diploma or vocational certificate
2 Junior High School diploma
3 High School diploma
4 Vocational certificate of completion
9 No information
0 Not applicable if youth resides in Special Schools

Columns

35 In general, how would you characterize the youth's academic status (e.g., in arithmetic, reading, etc.) upon release from Special Schools?

- 1 Above expected grade level
- 2 At expected grade level
- 3 One grade below expected grade level
- 4 Two grades below expected grade level
- 5 Three or more grades below expected grade level
- 9 Insufficient information to make judgment
- 0 Not applicable if youth still resides at Special Schools or did not receive academic instruction

36 In general, how would you characterize the youth's achievement in vocational education (e.g., auto shop, welding, etc.) upon release from Special Schools?

- 1 Very good (e.g., A, 8-10 points)
- 2 Good (B, 7 points)
- 3 Satisfactory (C, 4-6 points)
- 4 Unsatisfactory (D, 2-3 points)
- 5 Failing (F, 1 point)
- 9 Insufficient information to make judgment
- 0 Not applicable if youth still resides at Special School or did not receive vocational education

37 What is the nature of the most recent, valid scholastic aptitude or achievement data for youth since release from Special Schools?

- 1 No aptitude or achievement data has been obtained since youth's return to public school
- 2 California Achievement Test (CAT)
- 3 Iowa Tests of Educational Development
- 4 Other (specify:______________________)
- 9 No information
- 0 Not applicable if youth still in Special School or not returned to public school after release from Special School

38 Based on the results of this testing, if any, how would you judge the youth's reading, vocabulary, and/or verbal achievement?

- 1 Above expected grade level
- 2 At expected grade level
- 3 One grade below expected grade level
- 4 Two grades below expected grade level
- 5 Three or more grades below expected grade level
- 9 Insufficient information to make judgment
- 0 Not applicable if youth still in Special School or not returned to public school after release from Special School

Columns

39 Based on the results of the testing, if any, how would you judge the youth's arithmetic achievement?

1 Above expected grade level
2 At expected grade level
3 One grade below expected grade level
4 Two grades below expected grade level
5 Three or more grades below expected grade level
9 Insufficient information to make judgment
0 Not applicable if youth still in Special School or not returned to public school after release from Special School

40 What is the nature of the youth's educational program since his return to public school?

1 College preparatory
2 General compensatory education
3 Vocational education
4 Remedial and/or special programs (e.g., EMR)
9 No information
0 Not applicable if youth still in Special School or not returned to public school after release from Special School

41 In general, how would you characterize the youth's attendance record since his return to public school?

1 Good
2 Average
3 Poor
9 No information
0 Not applicable if youth still in Special Schhol or not returned to public school after release from Special School

42 In general, how would you characterize the youth's academic status (e.g., in arithmetic, history, etc.) since his return to public school?

1 Very good (e.g., A)
2 Good (B)
3 Satisfactory (C)
4 Unsatisfactory (D)
5 Failing (F)
9 Insufficient information to make judgment
0 Not applicable if youth still in Special School or not returned to public school after release from Special School

Columns

43 In general, how would you characterize the youth's achievement in vocational education (e.g., auto shop, metal shop) since his return to public school?

1 Very good (e.g., A)
2 Good (B)
3 Satisfactory (C)
4 Unsatisfactory (D)
5 Failing (F)
9 Insufficient information to make judgment
0 Not applicable if youth still in Special School, not returned to public school after release from Special School, or has not received vocational education

44 On the basis of public school files, how would you judge the youth's social adjustment since his return to public school?

1 Excellent (e.g., mostly "E" in social skills)
2 Good (e.g., some "E" and some "S")
3 Satisfactory (mostly "S")
4 Poor (some "S" and some "U")
5 Unsatisfactory (mostly "U")
9 Insufficient information to make judgment
0 Not applicable if youth still in Special School or not returned to public school after release from Special School

45 What is the present academic status of youth?

1 Graduated from high school
2 Full or part-time student in high school
3 Dropped out of school before completion
9 No information

APPENDIX D

GUIDELINES FOR FILE REVIEWERS

Appendix D

GUIDELINES FOR FILE REVIEWERS

File Review Question(s) Numbers	Guidelines
4	**Population Description** Recidivists – students who have had more than one exposure to the LA County Camp schools programs. Nonrecidivists – all others.
13,14,15, 17,18 & 19	**Reasons for Referral and Nature of Contacts** Offenses against person – offenses include homicide, robbery and assult. Offenses against property – offenses include burglary, theft, forgery, and arson. Sex delinquency – offenses include rape, illegitimate sex relations, homosexual acts. Narcotics – includes possession, sale, etc. Traffic – includes drunk driving, hit and run, and speeding. Delinquent tendencies – includes vagrancy, loitering, curfew, liquor, truancy, runaway, and incorrigible. Dependency situations – includes no proper guardian, parental neglect, sex assult victim, and mental deficiency. Other miscellaneous law violations – includes all other offenses not included in the above categories.
16	**Number of Contacts with Authorities** The number of separate arrests (not contacts experienced while youth in processed through courts) by law enforcement authorities.
20	**Employment status prior to placement** Employment status of your prior to most recent Special Schools placement. Classified "employed full-time," "employed part-time," or unemployed only if not classified as a student. "Student" classification includes both day and night school.

File Review Question(s) Numbers	Guidelines
28 & 29	**Verbal/Math Achievement** Verbal/math achievement according to the most recent (within the preceding year), valid scholastic aptitude or achievement data in the Special Schools files.
30	**Public School Attendance** Record of public school attendance prior to most recent Special Schools placement. "Poor" attendance usually noted in teacher or administration notes contained in file. "Average" and "good" attendance determined from data on transcripts. Less than five days absent per semester classified as "good." Between five and twelve days absent classified as "agerage."
32	**Vocational Training Received** Vocational training includes any vocationally oriented courses and/or programs such as welding, auto mechanics, landscaping, cosmetology, clothing, foods/culinary, secretarial and nursing.

APPENDIX E

SPECIAL SCHOOLS STAFF INTERVIEW DOCUMENT

(PHASE I)

SPECIAL SCHOOL STAFF
INTERVIEW DOCUMENT

Respondent ______________________ Position ______________________

Date of Interview ______________________ Interviewer ______________________

Time: Start ______________________ Finish ______________________

A. STAFF DATA

1. How long have you been in the education field? __________

2. How long have you been involved with education for youth in detention facilities? __________

3. Did you have any special training which relates directly to dealing with educational programs for disturbed or emotionally unstable youth before you accepted your current job?

   ☐ No ☐ Yes (Specify) ______________________

   After you accepted your current job?

   ☐ No ☐ Yes (Specify) ______________________

4. In which age group do you fall?

   ☐ Under 30 ☐ 30 - 40 ☐ 40 - 50 ☐ Over 50

5. To which ethnic group do you belong?

   ☐ White ☐ Black ☐ Mexican-American

   ☐ Oriental ☐ Other (Specify) ______________

6. What is your educational background?

   ☐ B.A. Major ______________

   Minor ______________

   ☐ M.A. or M.S. ______________

   ☐ Ph.D or Ed.D. ______________

   ☐ Other (Specify) ______________

B. ROLES, RESPONSIBILITIES, MOTIVATION

1. What is your current position/title? ______________________________

____

2. During a typical day what kinds of professional activities are you engaged in and how much time do you spend on each activity?

Activity	**% of time**
Administration (supervisory)	
Supervising activities	
Teaching	
Counseling	
Reporting	
Record keeping	
Group meetings (Specify)	
Lesson preparation	

3. What other functions do you perform periodically (please specify: weekly, monthly, annually, etc.)?

Activity	**Frequency**
Budget preparation	
Open house	
Grade card preparation	
Special meetings (Specify)	
Special reports (Specify)	
Other: (Specify)	

4. Do you think your time is well spent? ☐ Yes ☐ No

If no, why? ______________________________

5. Who decides what your work schedule will be?

____

6. What are your personal work objectives? (Please rank in order of importance.)

☐ Self satisfaction
☐ Social improvement
☐ To progress through the organization (get promotions)
☐ Other (Specify) ______________________________
☐ To maintain a secure job
☐ To make more money

7. Under the present conditions, how would you rate the probability of accomplishing your objectives?

☐ Excellent ☐ Fair
☐ Good ☐ Poor

8. Would it be better for the school if you were doing something else here? Somewhere else?

☐ No ☐ Yes (If yes, specify:) ______________________

9. Supposing you wanted to change your job in some way, change the way you spend your time on the job – could you do it? What difficulties, if any, would you encounter? Who would have to approve the suggested changes?

____

____

____

10. What are the most satisfying aspects of your work? (What, if anything, makes your job worthwhile? Why do you keep this job?)

____

____

____

11. What are the least satisfying aspects of your job?

____

____

____

12. How often are you apprehensive about your physical safety in confronting openly hostile and defensive students?

☐ Often ☐ Occasionally ☐ Never

13. What do you have to do to "get ahead" on this job? (To get a good rating, promotion, or increase in salary.)

____

____

14. Do you think there should be a salary differential between teachers in Special Schools and the regular school system? Why?

____

____

15. If you had an employment opportunity in the public school system at the same salary, would you be inclined to accept? ______________________

____

C. PROGRAM EFFECTIVENESS

1. Do you believe that the educational programs currently available in your camp school are:

☐ Generally responsive to student needs.

☐ Somewhat responsive, somewhat irrelevant.

☐ Not responsive, irrelevant.

2. What kind of judgmental criteria do you base this evaluation (Question C. 1.) on?

____

____

3. What do you consider the most important needs in developing a truly effective education program? (Consider: curriculum development; methods and materials; supervision and administration; group processes; work-study programs; behavior modification, etc.)

____

____

____

4. In your judgment, what type of educational programs are the students most receptive to? Least receptive to?

Most: ______________________________

Least: ______________________________

5. Do you feel that the State Education Code and/or curriculum guidelines constrain the development of appropriate curriculum?

☐ No ☐ Yes (If yes, please list areas where code is restrictive:) ______________

____

____

6. In your opinion, what, if any, effect do the following factors have on program effectiveness?

Teacher-Pupil ratio: ______________________________

Classroom Time: ______________________________

Scheduling: ______________________________

Personnel Qualification: ______________________________

Facilities: ______________________________

7. Can you suggest any other factors which restrain or decrease the potential effectiveness of the education program?

8. What, if any, role do you play in curriculum planning?

9. What methods are now used to evaluate the effectiveness of the educational program other than your own personal evaluation?

10. Do you feel these methods are adequate? ________________

11. What type of information do you need that would allow you to evaluate effectiveness and make timely decisions regarding program content?

12. What impact, if any, do you feel that the current educational programs have on student recidivism?

13. Can you suggest any ways that these programs can be improved?

D. STUDENT NEEDS

1. What process, if any, do you use to identify the educational needs of *each* student?

2. What type of diagnostic information do you now receive or have available to you?

3. How would you rate the available diagnostic information in assisting you to determine individual student needs?

☐ Adequate
☐ Helpful, but not sufficiently comprehensive
☐ Does not help

4. What additional diagnostic information would you like to have:

____

____

5. To what extent do you consult with Probation personnel in determining each individual's needs when he or she enters the system?

☐ Meet with P.O. to determine precise needs for *each* student.
☐ Meet with P.O. to determine precise needs for *selected* students.
☐ Consult with Probation personnel periodically to determine group needs.
☐ Do not consult with Probation personnel.

6. Do you give any pretest? ☐ Yes ☐ No What kind?

____

____

7. Do you make different assignments for different students in the same class? ☐ Yes ☐ No

How? ____

____

8. What, if anything, do you do about the individual differences among students?

____

____

____

9. How do you judge student progress?

____

____

10. Do you try to evaluate any kind of progress other than purely academic?

☐ No ☐ Yes (Specify:)

____

11. Do you use achievement tests? ☐ Yes ☐ No What Kind ____________

____

12. How often do you test? ______________________________

13. What type of records, if any, do you keep on student progress?

____

____

____

14. To what extent do you consult with Probation personnel on student progress?

☐ Periodically on all students

☐ Periodically on problem students

☐ Occasionally on problem students (as necessary)

☐ Seldom or never

15. Do you generally consult with the student to:

(a) Determine his or her basic educational needs? ☐ Yes ☐ No

(b) Discuss progress, strengths, weaknesses? ☐ Yes ☐ No

16. On an average, how much time do you spend, if any, dealing with a student on an individual basis outside of a formal classroom or group process? (Daily, weekly, monthly.)

____

17. In your opinion, what are the most significant educational needs common to the majority of students? Psychological or social needs?

____

____

____

18. Can you suggest methods or processes that would assist you in determining specific student needs?

____

____

____

E. STAFF NEEDS/TRAINING

1. Do regular classroom teachers need instructions in ways to cope with students in detention facilities?

   ☐ Yes ☐ No

2. Is the current method of preparing teachers for conducting classes in detention camps adequate?

   ☐ Yes ☐ No

3. In what ways is it inadequate?

   ____

   ____

   ____

4. What additional training would be helpful?

   ____

   ____

   ____

5. Do you feel that most teachers know how to design individual programs for their students?

   ☐ Yes ☐ No

6. How do you keep up to date in your field?

   ☐ College Courses ☐ Seminars

   ☐ Professional Groups ☐ Literature

   ☐ Other (Specify:) ________________________

7. Do you have any suggestions about what would assist you in keeping up to date?

   ____

   ____

   ____

8. What auxiliary or support personnel do you now have available to assist you?

   ____

   ____

9. What sort of additional personnel, if any, do you feel would make the educational program more effective?

10. What are the most important characteristics or attributes for camp school personnel selected or recruited to work in this environment in terms of background, training, experience, motivation, personality, etc.?

Professional	Personal

11. In your opinion, does the current staff have these characteristics?

☐ Yes ☐ Mostly ☐ No

12. What is the most important characteristic that you feel may be lacking in many of the staff?

F. COORDINATION AND COMMUNICATION

1. How often, if ever, do you coordinate and/or communicate with the following?

	Scheduled (Specify frequency)	Nonscheduled		
		Often	Occasionally	Never
Probation Department				
. Camp Director				
Probation Committee				
. Deputy Probation Officers - Resident				
. Deputy Probation Officers - Field				
. Camp Nurse				
Department of Education				
. Special Schools Administrative Staff (Dr. Ross' Staff)				
. County Board of Education				
. Camp Principal				
. Basic Skills Program Coordinator				
. Teachers				
. Other Public School Districts				
. CYA				
Other Agencies				
Vocational Training and Inspection Commission				
Department of Public Social Services				
. County Parks and Recreation				
County Forestry Department				
Juvenile Court				
. County Health Department				
. Grand Jury				
. Voluntary Agency				
Parents				
Students				
Other (Specify)				

2. In which areas do you feel that increased communication would have a significant, positive impact on the effectiveness of the educational program?

3. What do you think are the major barriers to effective communication between you and (a) Special Schools staff, (b) Probation Department personnel, (c) other agencies, and (d) students.

(a)

(b)

(c)

(d)

4. Do you think that an exchange program of Special Schools staff with community schools would contribute to a better understanding of job functions and responsibilities? Why?

5. What can you suggest that would improve the understanding, coordination, and communication between the various components which comprise the Juvenile camp system?

6. Can you suggest any areas of concern to educational effectiveness that have not been considered in this questionnaire?

____

____

____

APPENDIX F

SPECIAL SCHOOLS STAFF INTERVIEW DOCUMENT

(PHASE II)

SPECIAL SCHOOL STAFF
INTERVIEW DOCUMENT

Respondent ☐ Mr. ☐ Ms. ____________________ Location ____________________

Date of Interview ____________________ Interviewer ____________________

Time: Start ____________________ Finish ____________________

A. STAFF DATA

1. How long have you been in the education field? __________

2. How long have you been involved with education for youth in detention facilities? __________
   In this camp? __________

3. Did you have any special training which relates directly to dealing with educational programs for disturbed or emotionally unstable youth before you accepted your current job?

   ☐ No ☐ Yes

   If yes College course (Specify) ____________________
   Experience on previous job (Specify) ____________________
   ____
   Experience with volunteer groups (Specify) ____________________
   ____
   Other (Specify) ____________________

4. What, if any, special training have you had since accepting your current position? (Specify)

   None
   Institutes ____________________
   Seminars (in-house) ____________________
   In-service training (Orientation, etc.) ____________________
   University-level courses ____________________
   Volunteer/community service ____________________

5. In which age group do you fall?

   ☐ Under 30 ☐ 30 - 40 ☐ 40 - 50 ☐ Over 50

6. To which ethnic group do you belong?

☐ White ☐ Black ☐ Mexican-American

☐ Oriental ☐ American Indian ☐ Other (Specify)____________

7. What is your educational background?

☐ B.A. or B.S. Major ____________

Minor ____________

☐ M A. or M.S. ____________

☐ Ph.D or Ed.D. ____________

☐ Other (Specify) ____________

B. ROLES, RESPONSIBILITIES, MOTIVATION

1. What is your current position/title?____________

Job responsibilities?____________

2. During a typical day, what kinds of professional activities are you engaged in and how much time do you spend on each activity?

Activity	% of time
Administration (supervisory)	
Supervising activities	
Teaching	
Counseling	
Reporting	
Record-keeping	
Group meetings (Specify)	
Lesson preparation	

3. Considering your present objectives, do you think your time is well spent?

☐ Yes ☐ No

If no, why?____________

4. Would it be better if the school were doing something else here?

☐ No ☐ Yes (If yes, specify)________________________________

5. What are your personal work objectives? (Please rank in order of importance.)

☐ To realize my professional potential
☐ To observe a child progress
☐ To progress through the organization (get promotions)
☐ Other (Specify)________________________________
☐ To maintain a secure job
☐ To make more money

6. Under the present conditions, how would you rate the probability of accomplishing your objectives?

☐ Excellent
☐ Good
☐ Fair
☐ Poor

7. What are the most satisfying aspects of your work? (What, if anything, makes your job worthwhile? Why do you keep this job?)

____

8. What are the least satisfying aspects of your job?

____

9. How often in the last year were you apprehensive about your physical safety in confronting openly hostile and defensive students?

☐ Often ☐ Occasionally ☐ Rarely ☐ Never

Explain:________________________________

10. What do you have to do to "get ahead" on this job. (To get a good rating, promotion, or increase in salary.)

____

11. Do you think there should be a salary differential between teachers in Special Schools and the regular school system? Why?

____

____

12. If you had an opportunity to transfer to the public school system near your residence at the same salary, would you be inclined to accept?____________________

Why?____________________________________

C. PROGRAM EFFECTIVENESS

1. Do you believe that the educational programs currently available in your camp school are:

Generally responsive to student needs.

Somewhat responsive, somewhat irrelevant.

Not responsive, irrelevant.

2. What is the range of number of pupils in the classes you teach?

From ________ to ________

What is the average number of pupils in the classes you teach?

____

3. In your opinion, what is the order of importance of the following on educational program effectiveness? (Please rank)

Teacher-pupil ratio ☐
Classroom time ☐
Class assignment of students ☐
Personnel qualifications ☐
Facilities ☐

4. In which of the above areas (Question 3) is improvement needed? What kind of improvement?

____

____

____

____

5. How do you rate the adequacy of the following?

	Good	Adequate	Needs some improvement	Needs complete revision
Course content	☐	☐	☐	☐
Curriculum development	☐	☐	☐	☐
Methods	☐	☐	☐	☐
Materials	☐	☐	☐	☐
Supervision/Administration	☐	☐	☐	☐
Schools policies and procedures	☐	☐	☐	☐

6. Define the problem and possible solutions for the areas above (Question 5) where improvement or complete revision is needed.

____

____

____

____

____

7. In your judgment, what type of educational programs are the students most receptive to? Least receptive to?

Most: ______________________________

Least: ______________________________

8. Can you suggest any other factors which restrain or decrease the potential effectiveness of the education program?

____

____

9. What methods are now used to evaluate the effectiveness of the educational program other than your own personal evaluation?

____

____

10. Do you feel these methods are adequate? ______________________________

11. What type of information do you need that would allow you to evaluate effectiveness and make timely decisions regarding program content?

12. What impact, if any, do you feel that the current educational programs have on student recidivism? Why?

D. STUDENT NEEDS

1. What process, if any, do you use to identify the individual educational needs of *each* student? (Pretest, observation, counseling, review of case history, transcripts, etc.)

2. What type of clinical and/or diagnostic information for each student is available to you?

3. Do you use the clinical and/or diagnostic information available to you? (List the type and frequency of information used.)

4. How would you rate the available diagnostic information in assisting you to determine individual student needs?

☐ Adequate
☐ Helpful, but not sufficiently comprehensive
☐ Does not help

5. What additional diagnostic information would you like to have:

6. To what extent do you consult with Probation personnel in determining each individual's needs when he or she enters the system?

☐ Meet with P.O. to determine precise needs for *each* student.
☐ Meet with P.O. to determine precise needs for *selected* students.
☐ Consult with Probation personnel periodically to determine group needs.
☐ Do not consult with Probation personnel.

7. What, if anything, do you do about the individual educational needs or differences among students?

8. How do you judge student progress? (Periodic achievement test, entry and exit tests, observation, etc.)

9. What type of records, if any, do you keep on student progress?

10. To what extent do you consult with Probation personnel on student progress?

☐ Periodically on all students
☐ Periodically on problem/good students (underline which)
☐ Occasionally/frequently on problem/good students (underline which)
☐ Seldom or never

11. Do you generally consult with the student to:

(a) Determine his or her basic educational needs? ☐ Yes ☐ No
(b) Discuss progress, strengths, weaknesses? ☐ Yes ☐ No

12. How much time in an average day do you spend counseling individual students outside of scheduled class hours?____

____

Is this adequate?____

13. In your opinion, what are the most significant *educational* needs common to the majority of students?

____

____

Psychological or social needs? ____

____

E. STAFF NEEDS/TRAINING

1. Do regular classroom teachers need instructions in ways to cope with students in detention facilities?

☐ Yes ☐ No

2. Is the current method of preparing teachers for conducting classes in detention camps adequate?

☐ Yes ☐ No

3. In what ways is it inadequate? What additional training would be helpful?

____

____

____

4. Do you feel that most teachers know how to design individual programs for their students?

☐ Yes ☐ No

5. What seminars have you attended in the last year?____________________________

What professional group meetings?____________________________________

6. Do you have any suggestions about what would assist you in keeping up to date?

____

____

____

7. What auxiliary or support personnel do you now have available to assist you?

8. What sort of additional personnel, if any, do you feel would make the educational program more effective?

9. What are the most important characteristics or attributes for camp school personnel selected or recruited to work in this environment in terms of background, training, experience, motivation, personality, etc.?

Professional

Personal

10. In your opinion, does the current staff have these characteristics?

☐ Yes ☐ Mostly ☐ Some ☐ No

11. What is the most important characteristic that you feel may be lacking in many of the staff?

F. COORDINATION AND COMMUNICATION

1. How often, if ever, do you coordinate and/or communicate with the following?

	Scheduled (Specify frequency)	Nonscheduled		
		Often	Seldom	Never
Probation Department				
. Camp Director				
. Probation Committee				
. Deputy Probation Officers – Resident				
. Deputy Probation Officers – Field				
. Camp Nurse				
Department of Education				
. Special Schools Administrative Staff (Dr. Ross' Staff)				
. County Board of Education				
. Camp Principal				
. Basic Skills Program Coordinator				
. Teachers				
. Other Public School Districts				
. CYA				
Other Agencies				
. Vocational Training and Inspection Commission				
. Department of Public Social Services				
. County Parks and Recreation				
. County Forestry Department				
. Juvenile Court				
. County Health Department				
. Grand Jury				
. Voluntary Agency				
Parents				
Students				
Other (Specify)				

2. In which areas do you feel that increased communication would have a significant, positive impact on the effectiveness of the educational program?

____

____

____

____

3. What do you think are the major barriers to effective communication between you and (a) Special Schools staff, (b) Probation Department personnel, (c) other agencies, and (d) students?

(a)______________________________________

____

(b)______________________________________

____

(c)______________________________________

____

(d)______________________________________

____

4. Do you think that an exchange program of Special Schools staff with community schools would contribute to a better understanding of job functions and responsibilities? Why?

____

____

____

5. What can you suggest that would improve the understanding, coordination, and communication between the various components which comprise the Juvenile camp system?

____

____

____

6. After considering all the areas covered in this interview, how would you summarize your opinion of the strengths and weaknesses of the overall juvenile camp education system. (If desired, include areas that have not been considered in this questionnaire.)

Strengths: ____________________

____

____

Weaknesses: ____________________

____

____

APPENDIX G

PROBATION STAFF INTERVIEW DOCUMENT

(PHASE I)

PROBATION STAFF
INTERVIEW DOCUMENT

Respondent ______________________ Position ______________________

Date of Interview ______________________ Interviewer ______________________

Time: Start ______________________ Finish ______________________

A. STAFF DATA

1. How long have you been in the probation or social welfare field? ______________

2. How long have you been involved in working with youthful offenders? ______________

3. Did you have any special training in working with youths before you accepted your current job?

   ☐ No ☐ Yes (Specify) ______________________

   After you accepted your current job?

   ☐ No ☐ Yes (Specify) ______________________

4. In which age group do you fall?

   ☐ Under 30 ☐ 30 - 40 ☐ 40 - 50 ☐ Over 50

5. To which ethnic group do you belong?

   ☐ White ☐ Black ☐ Mexican-American

   ☐ Oriental ☐ Other (Specify) ______________

6. What is your educational background?

   ☐ B.A. Major ______________

   Minor ______________

   ☐ M.A. or M.S. ______________

   ☐ Ph.D. or Ed.D. ______________

   ☐ Other (Specify) ______________

B. ROLES, RESPONSIBILITIES, MOTIVATION

1. What is your current position/title? ______________________

2. During a typical day what kinds of professional activities are you engaged in and how much time do you spend on each activity?

Activity	% of time
Administration (supervision)	
Supervising student activities	
Counseling	
Reporting	
Record keeping	
Group meetings (Specify)	

3. What other functions do you perform periodically (please specify: weekly, monthly, annually, etc.)?

Activity	Frequency
Special reports	
Special meetings (Specify)	
Case planning	
Budget development	
Other:	

4. Do you think your time is well spent? ☐ Yes ☐ No

If no, why? ______________________

5. Who decides what your work schedule will be?

____

6. What are your personal work objectives? (Rank in order of importance.)

☐ Self-satisfaction ☐ To maintain a secure job

☐ Social improvement ☐ To make more money

☐ To progress through the organization (get promotions)

☐ Other (Specify) ______________________

7. Under the present conditions, how would you rate the probability of accomplishing your objectives?

☐ Excellent ☐ Fair
☐ Good ☐ Poor

8. Supposing you wanted to change your job in some way, change the way you spend your time on the job – could you do it? What difficulties, if any, would you encounter? Who would have to approve the suggested changes?

9. What are the most satisfying aspects of your work? (What, if anything, makes your job worthwhile? Why do you keep this job?)

10. What are the least satisfying aspects of your job?

11. How often do you feel apprehensive about your physical safety in dealing with hostile or defensive wards? ☐ Often ☐ Occasionally ☐ Never

12. What do you have to do to "get ahead" on this job? (To get a good rating, promotion, or increase in salary.)

C. PROGRAM EFFECTIVENESS

1. Do you believe that the educational programs currently available in your camp school are:

☐ Generally responsive to student needs.
☐ Somewhat responsive, somewhat irrelevant.
☐ Not responsive, irrelevant.

2. What kind of judgmental criteria do you base this evaluation (Question C. 1.) on?

3. In your judgment, what type of educational programs are the students most receptive to? Least receptive to?

Most: __________

Least: __________

4. Can you suggest any factors which restrain or decrease the potential effectiveness of the education program?

5. What, if any, role do you play in determining the educational programs?

6. What methods are now used to evaluate the effectiveness of the educational program?

7. Do you feel these methods are adequate? __________

8. What type of information do you need that would allow you to evaluate effectiveness and make timely decisions regarding educational program content?

9. What impact, if any, do you feel that the current educational programs have on student recidivism?

10. Can you suggest any ways that these programs can be improved?

____
____
____
____

D. STUDENT NEEDS

1. What process, if any, do you use to identify the educational needs of *each* student?

____
____

2. What type of diagnostic information is prepared?

____
____

3. How would you rate the available diagnostic information in assisting you to determine individual needs?

☐ Adequate
☐ Helpful, but not sufficiently comprehensive
☐ Does not help

4. What additional diagnostic information would you like to have?

____
____

5. To what extent do you consult with school personnel in determining each individual's needs when she or he enters the system?

☐ Meet with teacher/principal to determine precise needs for *each* student.
☐ Meet with teacher/principal to determine precise needs for *selected* students.
☐ Consult with school personnel periodically to determine group needs.
☐ Do not consult with school personnel.

6. How are delinquents assigned to camps? Classes?______________________________

____
____

7. What, if anything, do you do about the individual differences among students?

8. How do you judge student progress?

9. What type of records, if any, do you keep on student progress?

10. To what extent do you consult with special school personnel on student progress?

☐ Periodically on all students

☐ Periodically on problem students

☐ Occasionally on problem students (as necessary)

☐ Seldom or never

11. Do you generally consult with the student to:

(a) Determine his or her basic educational needs? ☐ Yes ☐ No

(b) Discuss progress, strengths, weaknesses? ☐ Yes ☐ No

12. On an average, how much time do you spend dealing with a child on an individual basis? (Daily, weekly, monthly.)

13. In your opinion, what are the most significant educational needs common to the majority of students? Psychological or social needs?

14. Can you suggest methods or processes that would assist you in determining specific student needs?

E. STAFF NEEDS/TRAINING

1. Do regular classroom teachers need instructions in ways to cope with students in detention facilities?

   ☐ Yes ☐ No

2. Is the current method of preparing teachers for conducting classes in detention camps adequate?

   ☐ Yes ☐ No

3. In what ways is it inadequate?

   ____
   ____
   ____

4. What additional training would be helpful?

   ____
   ____
   ____

5. Do you feel that most teachers know how to design individual programs for their students?

   ☐ Yes ☐ No

6. What are the most important characteristics or attributes for camp school personnel selected or recruited to work in this environment in terms of background, training, experience, motivation, personality, etc.?

Professional	Personal

7. In your opinion, does the current staff have these characteristics?

   ☐ Yes ☐ Mostly ☐ No

8. What is the most important characteristics that you feel may be lacking in many of the school staff?

   ____
   ____

F. COORDINATION AND COMMUNICATION

1. How often, if ever, do you coordinate and/or communicate with the following?

	Scheduled (Specify frequency)	Nonscheduled		
		Often	Occasionally	Never
Probation Department				
. Camp Director				
. Probation Committee				
. Deputy Probation Officers - Resident				
. Deputy Probation Officers - Field				
. Camp Nurse				
Department of Education				
. Special Schools Administrative Staff (Dr. Ross' Staff)				
. County Board of Education				
. Camp Principal				
. Basic Skills Program Coordinator				
. Teachers				
. Other Public School Districts				
. CYA				
Other Agencies				
. Vocational Training and Inspection Commission				
. Department of Public Social Services				
. County Parks and Recreation				
. County Forestry Department				
. Juvenile Court				
. County Health Department				
. Grand Jury				
. Voluntary Agency				
Parents				
Students				
Other (Specify)				

2. In which areas do you feel that increased communication would have a significant, positive impact on the effectiveness of the educational program?

____

____

____

3. What do you think are the major barriers to effective communication between you and (a) Special schools staff, (b) Probation Department personnel, (c) other agencies, and (d) students.

(a)______________________________

____

(b)______________________________

____

(c)______________________________

____

(d)______________________________

____

4. Do you think that an exchange program of special schools staff with community schools would contribute to a better understanding of job functions and responsibilities? Why?

____

____

____

5. What can you suggest that would improve the understanding, coordination, and communication between the various components which comprise the Juvenile camp system?

____

____

____

6. Can you suggest any areas of concern to educational effectiveness that have not been considered in this questionnaire?

APPENDIX H

PROBATION STAFF INTERVIEW DOCUMENT

(PHASE II)

PROBATION STAFF
INTERVIEW DOCUMENT

Respondent ☐ Mr. ☐ Ms. ______________ Location ______________

Date of Interview ______________ Interviewer ______________

Time: Start ______________ Finish ______________

A. STAFF DATA

1. How long have you been in the probation or social welfare field? ______________

2. How long have you been involved in working with youthful offenders? ______________
In this camp? ______________

3. Did you have any special training in working with disturbed or emotionally unstable youth before you accepted your current job?

☐ No ☐ Yes

If yes,
- ☐ College course (Specify) ______________
- ☐ Experience on previous job (Specify) ______________
- ☐ Experience with volunteer groups (Specify) ______________
- ☐ Other (Specify) ______________

4. What, if any, special training have you had since accepting your current position? (Specify)

- ☐ None
- ☐ Institutes ______________
- ☐ Seminars (in-house) ______________
- ☐ In-service training (orientation, etc.) ______________
- ☐ University level courses ______________
- ☐ Volunteer/community service ______________

5. In which age group do you fall?

☐ Under 30 ☐ 30 - 40 ☐ 40 - 50 ☐ Over 50

6. To which ethnic group do you belong?

☐ White	☐ Black	☐ Mexican-American
☐ Oriental	☐ American Indian	☐ Other (Specify)__________

7. What is your educational background?

☐ B.A. or B.S. Major __________
Minor __________
☐ M.A. or M.S.__________
☐ Ph.D. or Ed.D.__________
☐ Other (Specify) __________

B. ROLES, RESPONSIBILITIES, MOTIVATION

1. What is your current position/title?__________
Job responsibilities?__________

2. During a typical day what kinds of professional activities are you engaged in and how much time do you spend on each activity?

Activity	% of time
Administration (supervision)	
Supervising student activities	
Counseling	
Reporting	
Record-keeping	
Group meetings (Specify)	

3. Considering your present objectives, do you think your time is well spent?

☐ Yes ☐ No If no, why?__________

4. Would it be better if the school were doing something else here?

☐ No ☐ Yes (If yes, specify)__________

5. What are your personal work objectives? (Rank in order of importance.)

☐ To realize my professional potential ☐ To maintain a secure job
☐ To observe a child progress ☐ To make more money
☐ To progress through the organization (get promotions)
☐ Other (Specify) ______

6. Under the present conditions, how would you rate the probability of accomplishing your objectives?

☐ Excellent ☐ Fair
☐ Good ☐ Poor

7. What are the least satisfying aspects of your job?

______
______
______

8. How often in the last year did you feel apprehensive about your physical safety in dealing with hostile or defensive wards?

☐ Often ☐ Occasionally ☐ Rarely ☐ Never

Explain: ______

9. What do you have to do to "get ahead" on this job? (To get a good rating, promotion, or increase in salary.)

______
______
______

10. Do you think there should be a salary differential between teachers in Special Schools and the regular school system? Why?

______
______
______

C. PROGRAM EFFECTIVENESS

1. Do you believe that the educational programs currently available in your camp school are:

   ☐ Generally responsive to student needs.
   ☐ Somewhat responsive, somewhat irrelevant.
   ☐ Not responsive, irrelevant.

2. In your judgment, what type of educational programs are the students most receptive to? Least receptive to?

   Most: ______________________________

   Least: ______________________________

3. Can you suggest any factors which restrain or decrease the potential effectiveness of the education program?

4. What, if any, role do you play in determining the educational programs?

5. What methods are now used to evaluate the effectiveness of the educational program?

6. Do you feel these methods are adequate? ____________________

7. What type of information do you need that would allow you to evaluate effectiveness and make timely decisions regarding educational program content?

8. What impact, if any, do you feel that the current educational programs have on student recidivism?

9. Can you suggest any ways that these programs can be improved?

____

____

____

____

D. STUDENT NEEDS

1. What process, if any, do *you* use to identify the individual educational needs of *each* student? (Pretest, observation, counseling, conferences with teachers, review of transcripts, etc.)

____

____

2. What type of clinical and/or diagnostic information on each student is made available to you?

____

____

3. How would you rate the available diagnostic information in assisting you to determine individual needs?

☐ Adequate
☐ Helpful, but not sufficiently comprehensive
☐ Does not help

4. What additional diagnostic information would you like to have?

____

____

5. To what extent do you consult with school personnel in determining each individual's needs when she or he enters the system?

☐ Meet with teacher/principal to determine precise needs for *each* student.
☐ Meet with teacher/principal to determine precise needs for *selected* students.
☐ Consult with school personnel periodically to determine group needs.
☐ Do not consult with school personnel.

6. On what basis are delinquents assigned to camps? ______________________

____

Classes? ______________________________________

7. What, if anything, do you do about the individual differences among students?

____

____

____

8. How do you judge student progress?

____

____

9. What types of records, if any, do you keep on student progress?

____

____

____

10. To what extent do you consult with special school personnel on student progress?

☐ Periodically on all students
☐ Periodically on problem/good students (underline which)
☐ Occasionally/frequently on problem/good students (underline which)
☐ Seldom or never

11. Do you generally consult with the student to:

(a) Determine his or her basic educational needs? ☐ Yes ☐ No

(b) Discuss progress, strengths, weaknesses? ☐ Yes ☐ No

12. How much time in an average day do you spend dealing with a child on an individual basis?

____

13. In your opinion, what are the most significant *educational* needs common to the majority of students?

____

____

Psychological or social needs? ____________________________

____

E. STAFF NEEDS/TRAINING

1. Do regular classroom teachers need instructions in ways to cope with students in detention facilities?

   ☐ Yes ☐ No

2. Is the current method of preparing teachers for conducting classes in detention camps adequate?

   ☐ Yes ☐ No

3. In what ways is it inadequate? What additional training would be helpful?

   ____

   ____

   ____

4. Do you feel that most teachers know how to design individual programs for their students?

   ☐ Yes ☐ No

5. What are the most important characteristics or attributes for camp school personnel selected or recruited to work in this environment in terms of background, training, experience, motivation, personality, etc.?

Professional	Personal

6. In your opinion, does the current staff have these characteristics?

   ☐ Yes ☐ Mostly ☐ Some ☐ No

7. What are the most important characteristics that you feel may be lacking in many of the school staff?

   ____

   ____

F. COORDINATION AND COMMUNICATION

1. How often, if ever, do you coordinate and/or communicate with the following?

	Scheduled (Specify frequency)	Nonscheduled		
		Often	Seldom	Never
Probation Department . Camp Director				
. Probation Committee				
. Deputy Probation Officers – Resident				
. Deputy Probation Officers – Field				
. Camp Nurse				
Department of Education . Special Schools Administrative Staff (Dr. Ross' Staff)				
. County Board of Education				
. Camp Principal				
. Basic Skills Program Coordinator				
. Teachers				
. Other Public School Districts				
. CYA				
Other Agencies . Vocational Training and Inspection Commission				
. Department of Public Social Services				
. County Parks and Recreation				
. County Forestry Department				
. Juvenile Court				
. County Health Department				
. Grand Jury				
. Voluntary Agency				
Parents				
Students				
Other (Specify)				

2. In which areas do you feel that increased communication would have a significant, positive impact on the effectiveness of the educational program?

____

____

____

3. What do you think are the major barriers to effective communication between you and (a) special schools staff, (b) Probation Department personnel, (c) other agencies, and (d) students.

(a)______________________________________

____

(b)______________________________________

____

(c)______________________________________

____

(d)______________________________________

____

4. Do you think that an exchange program of special schools staff with community schools would contribute to a better understanding of job functions and responsibilities? Why?

____

____

____

5. What can you suggest that would improve the understanding, coordination, and communication between the various components which comprise the juvenile camp system?

____

____

____

6. After considering all the areas covered in this interview, how would you summarize your opinion of the strengths and weaknesses of the overall juvenile camp education system (if desired, include areas that have not been considered in this questionnaire).

Strengths:____

____

____

Weaknesses:_______________________________________

____

____

APPENDIX I

PROJECT SUMMARY FOR STAFF INTERVIEWERS

PROJECT SUMMARY FOR STAFF INTERVIEWERS

PROJECT OVERVIEW

Peat, Marwick, Mitchell & Co. (PMM&Co.) together with Educational Evaluation Associates (EEA) are under contract to the Los Angeles County Administration of School Operations to evaluate the educational programs and management of the Special Schools operating in the County's youth detention facilities.

Basically, this project involves identifying existing conditions and problem areas, establishing goals and objectives to meet current and projected needs of the student population, and recommending new or revised programs to accomplish these objectives. A major effort in this process is interviewing concerned personnel to compile the base line information required to ultimately recommend a more effective approach to education of delinquent youth.

The following information is intended to provide background and guidelines for the interviewing process.

Background

The operation and maintenance of the educational programs at juvenile probation facilities is required by the Welfare and Institutions Code (Sections 857, 858). The responsibility for the operation of these educational programs has been assigned by the County Board of Education to the Division of Special Schools, Office of the Los Angeles County Superintendent of Schools.

Since 1943, the County has operated probation camps for local residential treatment for delinquent youth. The school programs for these camps range from full-day academic programs to two-hour school programs in the evening following a full-day work schedule. In the senior camps, greater emphasis is placed on work and vocational training than on traditional academic programs.

The detention facilities are administered and operated by the Office of the Assistant Chief Probation Officer, Juvenile Facilities Program. In a general sense, the schools within these facilities are operated in mutual cooperation with the Probation Department. The school principal of each Probation Camp administers the educational program under the policies adopted by the County Board of Education and applicable sections of the State Education Code within the framework of the policies and procedures of the probation function.

PMM&Co. and EEA

PMM&Co. is a widely diversified public accounting and management consulting firm with offices located throughout the world. For many years, PMM&Co. has had a deep involvement with educational systems. The Los Angeles office of PMM&Co. recently completed a four-year project with the California Department of Education to design and implement a system to improve local school districts' ability to identify their needs, plan their activities, budget funds, and evaluate the results of their efforts. Based on this experience, together with experience in the law enforcement and social services field, PMM&Co. was selected as the successful bidder to perform this study.

To provide the broadest possible spectrum of skills, capabilities, and expertise, PMM&Co. has combined its resources with Educational Evaluation Associates (EEA) for the purposes of conducting the planned study. EEA is a recognized leader in the field of educational needs assessment, accountability, test construction, and data analysis. Many EEA staff members are also involved in a university-based, government funded project established to conduct basic research in and to develop innovative methodology for evaluating educational programs.

Project Objectives

The primary objectives of the project, as defined by the Division of Special Schools, are summarized below:

- To identify the educational needs of the current and projected population of children and youth in Los Angeles County detention facilities.
- To restate the educational objectives of the Los Angeles County Probation Camp Schools in terms of the needs assessment and to rank those objectives in order of priority based on the urgency, intensity, and commonality of needs.

- To assess the extent to which the educational programs currently offered in Los Angeles County detention facilities are addressed to the needs of the population and the extent to which they achieve the priority objectives.
- To recommend new educational programs and changes in existing programs which hold promise for meeting the educational needs of the present and projected population of the Los Angeles County detention facilities.
- To recommend staffing patterns and management procedures to facilitate an improved instructional program.
- To recommend procedures for improving communication and coordination between the Special Schools, the Probation Department, and other agencies.

PURPOSE AND SCOPE OF INTERVIEWS

Interviews will be conducted with a large number of the professional staff involved with the Special Schools and detention facilities staff. Respondents will include:

- Teachers, principals, administrators, and support personnel from the Division of Special Schools.
- Camp directors, deputy probation officers, administrative, and clinical personnel from the Probation Department.

These interviews will provide the framework for identifying, evaluating, and recommending solutions to problem areas or improvements to existing programs. Interviews with these staff members are considered the best possible source of information available to the Project Team.

It is anticipated that from these interviews we will be able to clearly and comprehensively define the existing conditions. More significantly, we hope to elicit new and creative ideas from those vitally concerned with the rehabilitation process.

Interview Document

The format and scope of the interview document has been designed to develop a broad spectrum of information. The questions have been carefully worded to assure relative clarity and have been field tested and revised as necessary.

Mechanics of Interviewing

In field testing the interview document, experience indicated that it requires about 1½ hours to complete a single interview session. Multiplied by the number of interviews anticipated, the number of staff hours dedicated to this project represents a large investment for both the Special Schools and Probation Department. It is, therefore, critical that the time spent in interviewing produces the required results. The following guidelines are provided to assist you in conducting an effective interview.

1. **Establish Rapport.** During the initial phase of the interview, try to put the respondent at ease. Explain that the purpose is to obtain his subjective and knowledgeable judgment and that the information will be confidential. Assure him that none of the questions or answers will be used to evaluate his personal job performance. It is important that the respondent does not feel defensive or hostile or threatened by the interview format.

   Should he have any questions about the project, answer him honestly. If you do not know the answer, tell him so and suggest he either ask his principal or camp director. Do not try to supply information you are not sure of. Make a note of these questions and we will try to give you answers at the next meeting.

2. **Restate Questions.** Make certain that the respondent understands each question, even if you have to paraphrase the question several times. Please note any question that appears unclear and note your restating. We will revise those questions that are not clear.

3. **Interpret Response.** For those questions that do not have multiple choice answers, it will be necessary for you to interpret and summarize the answer. Make certain that you understand the answer before you write it down. It may be helpful to use a check question like "What you mean is . . ." and restate the answer as you intend to write it down. Follow with "Is that correct?" This technique will allow both of you to come to an agreement on the answer inserted.

If the respondent volunteers additional information that you feel is important but is not covered in the questions, note this information on the back of the last page.

4. **Control the Interview.** While we are eager to obtain as much pertinent information as possible, it will be necessary on occasion for you to control the length of the interview. Try not to allow too much digression from the questions and answers. Many of those interviewed will welcome the opportunity to talk to an interested outsider and, unless the conversation is properly directed, you will not be able to maintain your schedule.

   Conversely, some will try to give you answers they think you want. In some cases it may be necessary for you to validate the answer. For example, if they answer too quickly to a question you feel they should think about before answering, follow up with "How do you do that?" or "Such as?"

APPENDIX J

STUDENT INTERVIEW DOCUMENT

STUDENT INTERVIEW DOCUMENT

____________________ Interviewer ____________________

Date of interview ____________ Location ____________________

Camp(s) attended (most recent camp first):	Date of attendance Admit	to release	Reason for assignment
(1) ____________	___	___	__________
(2) ____________	___	___	__________
(3) ____________	___	___	__________

A. STUDENT PROFILE

1. Age: ________ Sex: ☐ Male ☐ Female

2. To which ethnic group do you belong?

☐ White ☐ Black ☐ Mexican-American
☐ Oriental ☐ Other (Specify) ____________

3. Category:

(a) What, if any, other special schools have you attended (i.e., continuation high school, juvenile hall school, etc.)?

____

____

(b) Are you presently attending school?

☐ Yes Which one? ____________________
☐ No Did you drop out of school? ☐ Yes ☐ No

(c) ☐ Fully employed? ☐ Partially employed? ☐ Unemployed?

B. PROGRAM EFFECTIVENESS

1. How did you spend your time in camp?

Hours per day	Activity
(a) Working	Work assignment__________
(b) Class__________	Subjects__________
(c) Free time __________	Watching TV__________
	What programs?__________
	Studying__________
	Reading (What?)__________
	Recreational__________
	(Playground or gym)__________

2. Who decided what classes you attended?__________

(a) How did he decide?__________

(b) Were you consulted about your school program? ☐ Yes ☐ No

(c) If yes, did you get to choose any classes?__________

Which one(s)?__________

(d) Were you given any school tests when you entered camp?__________

3. Looking back on your camp experience, which of the following conditions would you have preferred?

(a) To be assigned to work programs all day without having to attend class. ☐

(b) To attend class all day without having to work. ☐

(c) To both work part-time and attend school part-time ☐

(d) To remain in camp without working and without having to attend class. ☐

4. (According to answer above, if answer was:)

(a) What type of work would you have preferred to do?

____

____

(b) or (c) What classes would you prefer to attend?

____

____

(c) or (d) How would you have preferred to spend your time in camp?

____

____

5. Do you think the school classes you attended at the camp school were of any value to you?

☐ Yes ☐ No ☐ Don't know

Why?____

____

6. Which of the school classes you attended at the camp school were *most* useful to you?

____

Why?____

7. Which of the school classes you attended at the camp school were *least* useful to you?

____

Why?____

8. Do you feel that your teachers in camp schools knew how to teach?

☐ Most did ☐ Some didn't ☐ None did

9. Do you feel that your teachers came to class well prepared to teach your class?

☐ Yes ☐ No In what ways were they not prepared?__________

10. What kinds of teachers did you like most? Why?__________

11. What kinds of teachers did you like least? Why?__________

12. What work experience, at the camp, did you find *most* useful?__________

Why?__________

13. What work experience, at the camp, did you find *least* useful?__________

Why?__________

14. Would you have liked to use your free time differently?

☐ Yes ☐ No

If yes, how?__________

15. What school activity or class would you have liked to have, but was not available to you?

16. Can you think of anything that would have made your attendance in camp school worth more to you?

C. SELF-APPRAISAL

1. Do you think school (education of any kind) is necessary for you to be a success in life? Why? Why not?

____

____

____

2. What would you like to be doing?

   (a) One year from now ______________________________

   (b) Five years from now ______________________________

   (c) When you're 40 ______________________________

3. What kind of work do you think you would be good at?

____

4. What qualifications are necessary for this work?

____

5. Do you need any more education or school to get the kind of job you would like?

   Yes No

   What kind? ______________________________

6. Do you think you were treated fairly by:

(a) School teachers at camp	☐ Yes	☐ No
(b) School teachers at regular schools	☐ Yes	☐ No
(c) Probation officers	☐ Yes	☐ No
(d) Juvenile court	☐ Yes	☐ No

7. Do you think that they understood your problems?

(a) School teachers at camp	☐ Yes	☐ No
(b) School teachers at regular schools	☐ Yes	☐ No
(c) Probation officers	☐ Yes	☐ No
(d) Juvenile court	☐ Yes	☐ No

8. How would you rate your ability to get along with:

	Excellent	Good	Fair	Poor
Other girls/boys in camp				
Other girls/boys in regular school				
Teachers in public school				
Probation officers				

9. (For Fair or Poor answers in 8. above) Why?

10. How many friends (people you see at least twice a week) do you have at the present time?

11. How many of these friends have had contact with the police?

12. What do you think is/was your strongest subject in school?

Your weakest subject?

13. Do you think you should have been assigned to a detention camp?

☐ Yes ☐ No

Why?

14. What do you think was the reason that you got into a situation that lead to your assignment to a camp?

15. Do you think there is any possibility that you will ever be put in another detention facility? Why?

D. ACTIVITIES AFTER RELEASE

(Questions for dropouts and those presently in school only)

1. Did you find it difficult to return to public school after your release from camp?

   ☐ Yes ☐ No

   Why? ____________________

   ____

2. Did your classes at camp school help you when you returned to public school? (Specify subjects which helped, which did not.)

   Helpful ____________________

   Not helpful ____________________

3. Did the public school principal/dean/teachers try to make your return to school easy?

   ____

   ____

4. What could have been done to make your return easier?

   ____

   ____

   ____

(Questions for recidivists)

5. Why were you returned to a camp? ____________________

   ____

6. What could you have done differently so that you wouldn't have been reassigned?

   ____

   ____

(Questions for school dropouts and those who did not return to school only)

7. Do you have any plans to go back to school? ____________________

   If yes, what will you have to do to get back into school? ____________________

   ____

   If no, why not? ____________________

   ____

8. Will you attend any kind of educational or training program?________________

If yes, what do you have to do to get in? ________________

____

If no, why not?________________________

____

9. Are you currently employed? (If no, skip to question 13)

☐ Yes ☐ No

If yes, what is your job?____________________

____

10. Do you like your job?

☐ Yes ☐ No

Why?____________________________

____

11. What do you think your chances are for promotion?

☐ Good ☐ Fair ☐ Poor

Why?____________________________

____

12. Is this the type of job you would like to make a career of?

☐ Yes ☐ No

If no, what kind of job would you like?________________

____

What would you have to do to get this kind of job?____________

____

____

Go to Question 16 (if appropriate)

13. Since you are not working, do you want a job?

☐ Yes ☐ No

If no, why not? ______________________________

If yes, what kind of job? ______________________________

What do you think you have to do in order to get the kind of job you want?

____

____

What are your possibilities of getting a job? Getting the job you want?

____

____

14. Since you are not working, how do you spend your time?

____

____

15. What could the school system have done to make it easier for you to get the kind of job you would like?

____

____

____

(Question for dropouts only)

16. Why did you drop out of school? ______________________________

____

____

APPENDIX K

PROJECT SUMMARY FOR STUDENT INTERVIEWERS

PROJECT SUMMARY FOR STUDENT INTERVIEWERS

PROJECT OVERVIEW

Peat, Marwick, Mitchell & Co. (PMM&Co.) together with Educational Evaluation Associates (EEA) are under contract to the Los Angeles County Administration of School Operations to evaluate the educational programs and management of the Special Schools operating in the County's youth detention facilities.

Basically, this project involves identifying existing conditions and problem areas, establishing goals and objectives to meet current and projected needs of the student population, and recommending new or revised programs to accomplish these objectives. A major effort in this process is interviewing concerned personnel to compile the base line information required to ultimately recommend a more effective approach to education of delinquent youth.

The following information is intended to provide background and guidelines for the interviewing process.

Background

The operation and maintenance of the educational programs at juvenile probation facilities is required by the Welfare and Institutions Code (Section 857,858). The responsibility for the operation of these educational programs has been assigned by the County Board of Education to the Division of Special Schools, Office of the Los Angeles Superintendent of Schools.

Since 1943, the County has operated probation camps for local residential treatment for delinquent youth. The school programs for these camps range from full-day academic programs to two-hour school programs in the evening following a full-day work schedule. In the senior camps, greater emphasis is placed on work and vocational training than on traditional academic programs.

The detention facilities are administered and operated by the Office of the Assistant Chief Probation Officer, Juvenile Facilities Program. In a general sense, the schools within these facilities are operated in mutual cooperation with the Probation Department. The school principal of each Probation Camp administers the educational program under the policies adopted by the County Board of Education and applicable sections of the State Education Code within the framework of the policies and procedures of the probation function.

PMM&Co. and EEA

PMM&Co. is a widely diversified public accounting and management consulting firm with offices located throughout the world. For many years, PMM&Co. has had a deep involvement with educational systems. The Los Angeles office of PMM&Co. recently completed a four-year project with the California Department of Education to design and implement a system to improve local school districts' ability to identify their needs, plan their activities, budget funds, and evaluate the results of their efforts. Based on this experience, together with experience in the law enforcement and social services field, PMM&Co. was selected as the successful bidder to perform this study.

To provide the broadest possible spectrum of skills, capabilities, and expertise, PMM&Co. has combined its resources with Educational Evaluation Associates (EEA) for the purposes of conducting the planned study. EEA is a recognized leader in the field of educational needs assessment, accountability, test construction, and data analysis. Many EEA staff members are also involved in a university-based, government funded project established to conduct basic research in and to develop innovative methodology for evaluating educational programs.

Project Objectives

The primary objectives of the project as defined by the Division of Special Schools are summarized below.

- To identify the educational needs of the current and projected population of children and youth in Los Angeles County detention facilities.
- To restate the educational objectives of the Los Angeles County Probation Camp Schools in terms of the needs assessment and to rank those objectives in priority order based on the urgency, intensity, and commonality of needs.

- To assess the extent to which the educational programs currently offered in Los Angeles County detention facilities are addressed to the needs of the population and the extent to which they achieve the priority objectives.
- To recommend new educational programs and changes in existing educational programs which hold promise for meeting the educational needs of the present and projected population of the Los Angeles County detention facilities.
- To recommend staffing patterns and management procedures to facilitate an improved instructional program.
- To recommend procedures for improving communication and coordination between the Special Schools, the Probation Department, and other agencies.

Brief Overview of the Juvenile Justice System

A child may enter into the system from any one of several sources:

- Los Angeles Police Department (LAPD)
- Sheriff's Office
- Other police departments
- Juvenile Court
- Probation Department
- California Youth Authority (CYA)
- Department of Public Social Services (DPSS).

If the child is not returned home, back to a foster home, etc., he may be held in a Juvenile Hall to await a court disposition and/or final placement in a juvenile camp, foster home, community day care center, etc. Juvenile Halls are "holding" facilities, but do have an educational program which is administered by the Division of Special Schools. Wards of the court may be assigned to a juvenile camp from a Juvenile Hall.

The study involves ten of the Los Angeles County Juvenile Camps:

- Vernon Kilpatrick
- David Gonzales
- Joseph Scott
- Kenyon Scudder
- Fred C. Miller

- Glen Rockey
- Fenner Canyon
- Afflerbaugh
- Paige
- Las Palmas (School for Girls).

Each camp has an educational program administered by the Division of Special Schools and rehabilitation programs administered by the Probation Department. Some camps have vocational courses available; others do not.

The average length of stay at a camp is approximately six months. The students are supervised by an area aftercare office for six months after release.

Purpose and Scope of Interviews

Interviews will be conducted with approximately 200 students who have been released from the camp/schools or who are still in the camps. The breakdown into subclassifications will be as follows:

Number of interviews	Classification
40 - 50	recidivists in public school
40 - 50	nonrecidivists in public school
40 - 50	students who were returned to public school, but subsequently dropped out
40 - 50	students who did not return to public school
40 - 50	currently enrolled students.

The student interviews, along with Special Schools and Probation staff interviewing, will provide the framework for identifying, evaluating and recommending solutions to problem areas or improvements to existing programs. The interviews with staff and students are considered the best possible source of information available to the Project Team.

It is anticipated that from these interviews we will be able to clearly and comprehensively define the existing conditions. More significantly, we hope to elicit new and creative ideas from those closest to the rehabilitation process.

Interview Document

The format and scope of the interview document has been designed to develop a broad spectrum of information. The questions have been carefully worded to assure relative clarity and have been field tested and revised as necessary.

Mechanics of Interviewing

In field testing the interview document, experience indicates that it will require approximately 1 to 1¼ hours to complete a single interview session. It is critical that the time spent produce results.

Each interview will be scheduled by a joint effort between PMM&Co. and the administrative personnel of the Probation Department's aftercare units. The schedules will be as flexible as possible. We expect that most of the interviews will occur in one of the aftercare area offices, although there may be variations from that. The individual probation officers will provide considerable assistance in bringing camp graduates to the area offices.

Guidelines about Interviewing

The following guidelines are provided to assist you in conducting an effective interview:

1. **Establish rapport.** Put the respondent at ease as much as possible. Explain the purpose of the interview as explained in the training session and remind him that the interview is confidential. Point out the voluntary nature of the interview and emphasize that he is helping the project and future wards of the court. Try to eliminate any defensiveness. If he has any questions, answer him honestly.

2. **Restate questions.** Make certain that the respondent understands the question. Repeat, paraphrase, retranslate the question as needed.

3. **Interpret the response.** Interpret and summarize the respondent's answers carefully. Make certain that you understand the response before you write it down.

4. **Relevant answers.** Make sure the respondent answers the question. If the respondent does not seem to want to answer the question, even with coaxing, write "NR" (no response) in the proper space. If the respondent volunteers additional information or there is not enough room in the space allowed, write in the margins or on the back of the last page.

5. **Control the interview.** While we are eager to obtain as much pertinent information as possible, it will be necessary on occasion for you to control the length of the interview for scheduling reasons. Try not to allow too much digression.

6. **Valid responses.** Try to pursue a question further if you think the respondent has answered a question the way he thinks you want it answered, not the way he feels.

7. **Write legibly.** The information you gather must be compiled.

8. **One-to-one environment.** All interviews must be one-to-one, interviewer – interviewee, with no one else present.

9. **Coordination with Probation aftercare.** The Probation aftercare personnel will provide considerable assistance in scheduling interviews. Cooperate with them at all times.

APPENDIX L

MANAGEMENT SUMMARY SHEET

MANAGEMENT SUMMARY SHEET
(School Principals Only)

Name of Special School ______________________________

1. What has been the approximate average population of this Special School during the last two years?

____

2. How many students have been enrolled in this Special School in the last two years?

____

3. How many junior and senior high school diplomas have been awarded at this school during the last two years?

______ Junior High diploma

______ Senior High diploma

4. List all courses offered at your school during the last year.

____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________

5. How many certificates of completion (if any) have been awarded for vocational training during the last two years?

Vocational training	No. of certificates
____________	______
____________	______

6. Of those students who received a certificate of completion, about how many were able to find employment when they returned to the community?

____

7. List the school's supportive services (e.g., diagnostic testing, health services, library, career/academic counseling, etc.)

____

____

____

8. List the extra-curricular activities offered at your school (e.g., interest clubs, service clubs, coeducational activities, athletic activities, recreational activities, jobs on campus - pay and volunteer, etc.).

____________	____________	____________
____________	____________	____________
____________	____________	____________

9. What is the camp average of achievement/aptitude tests during the past year *if known*:

	Test	**Score**
Pre-test		
Math	________	________
	________	________
Reading	________	________
	________	________
Other (specify)	________	________
	________	________
Post-test		
Math	________	________
	________	________
Reading	________	________
	________	________
Other (specify)	________	________
	________	________

10. Of the students who have been released from this school during the last two years, about what percentage

__________ Return to public school

__________ Find employment in the community

__________ Are returned to court for failure to adjust

__________ Are camp runaways

__________ Unknown

APPENDIX M

GOAL STATEMENTS DOCUMENT

(SPECIAL SCHOOLS AND PROBATION STAFF)

Appendix M

Name ______________________

Position or Title ______________________

On the following pages are many different statements about student behavior that the Division of Special Schools might consider in trying to improve the services it provides to Juvenile Court wards. Please rate each statement according to how important *you* feel it is for students in the Special Schools by placing a check mark in the appropriate box. Then, indicate the degree of student achievement for each statement and the extent to which *you* emphasize the statement in your work with youths who are in Special Schools. If you do not have any contact with Special Schools youths, only rate the statement according to its importance.

	How important do you think the statement is for Special Schools students?					How would you rate students' achievement of the statement by the end of their Special Schools attendance?					To what extent do you emphasize the statement in your work with Special Schools students?				
	Unimportant	Marginal Importance	Average Importance	Moderate Importance	Very Important	No Achievement	Poor Achievement	Fair Achievement	Good Achievement	Excellent Achievement	No Emphasis At All	Little Emphasis	Average Emphasis	Moderate Emphasis	Very Much Emphasis
1. Each student will seek help from others when he needs it.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2. Each student will read rapidly and with comprehension.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3. Each student will regard mathematics as useful and interesting.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4. Each student will show consideration for the feelings of others.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
5. Each student will take care of his own belongings and the property of others.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
6. Each student will attend to his own health and grooming.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
7. Each student will consider in advance the consequences of his behavior.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
8. Each student will understand basic concepts in art and music.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	How important do you think the statement is for Special Schools students?					How would you rate students' achievement of the statement by the end of their Special Schools attendance?					To what extent do you emphasize the statement in your work with Special Schools students?				
	Unimportant	Marginal Importance	Average Importance	Moderate Importance	Very Important	No Achievement	Poor Achievement	Fair Achievement	Good Achievement	Excellent Achievement	No Emphasis At All	Little Emphasis	Average Emphasis	Moderate Emphasis	Very Much Emphasis
9. Each student will investigate a variety of occupations to the end of finding a suitable occupation for himself.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
10. Each student will work cooperatively with his peers on projects that require group effort.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
11. Each student will have good work habits, be prompt, and will not waste time.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
12. Each student will know fundamental skills of mathematics and their daily applications.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
13. Each student will show tolerance of others, their appearance and their beliefs.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
14. Each student will be willing and able to settle differences with others by means of discussion and compromise rather than force and violence.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	How important do you think the statement is for Special Schools students?					How would you rate students' achievement of the statement by the end of their Special Schools attendance?					To what extent do you emphasize the statement in your work with Special Schools students?				
	Unimportant	Marginal Importance	Average Importance	Moderate Importance	Very Important	No Achievement	Poor Achievement	Fair Achievement	Good Achievement	Excellent Achievement	No Emphasis At All	Little Emphasis	Average Emphasis	Moderate Emphasis	Very Much Emphasis
15. Each student will study at least one subject because he likes it, not merely because it is required.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
16. Each student will express himself easily and clearly in conversations and class discussions.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
17. Each student will accept advice and directions from superordinates.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
18. Each student will help and protect people who are weaker than himself.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
19. Each student will listen accurately, take good notes and follow oral directions.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
20. Each student will read for pleasure.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
21. Each student will take pride in his work.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	How important do you think the statement is for Special Schools students?					How would you rate students' achievement of the statement by the end of their Special Schools attendance?					To what extent do you emphasize the statement in your work with Special Schools students?				
	Unimportant	Marginal Importance	Average Importance	Moderate Importance	Very Important	No Achievement	Poor Achievement	Fair Achievement	Good Achievement	Excellent Achievement	No Emphasis At All	Little Emphasis	Average Emphasis	Moderate Emphasis	Very Much Emphasis
22. Each student will show persistence at study, at work, and at problem solving.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
23. Each student will write clear, well-organized letters, essays, etc.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
24. Each student will feel self-confident and believe that he is able to learn and solve problems if he tries.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
25. Each student will use his time well, make a schedule and stick to it.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
26. Each student will take an active part in improving his neighborhood and community.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
27. Each student will enjoy art and music.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
28. Each student will feel that this country is his country and have a sense of pride in its history.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	How important do you think the statement is for Special Schools students?					How would you rate students' achievement of the statement by the end of their Special Schools attendance?					To what extent do you emphasize the statement in your work with Special Schools students?				
	Unimportant	Marginal Importance	Average Importance	Moderate Importance	Very Important	No Achievement	Poor Achievement	Fair Achievement	Good Achievement	Excellent Achievement	No Emphasis At All	Little Emphasis	Average Emphasis	Moderate Emphasis	Very Much Emphasis
29. Each student will obey laws, school rules and regulations.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
30. Each student will know how to manage his money well; how to save, budget and shop skillfully.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
31. Each student will know basic concepts of science, history, and other academic subjects.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
32. Each student will be knowledgable about community affairs at the local, national, and international levels.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
33. Each student will make and keep friends.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
34. Each student will control his impulsive behavior.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
35. Each student will engage in a variety of hobbies and other activities he enjoys doing.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	How important do you think the statement is for Special Schools students?					How would you rate students' achievement of the statement by the end of their Special Schools attendance?					To what extent do you emphasize the statement in your work with Special Schools students?				
	Unimportant	Marginal Importance	Average Importance	Moderate Importance	Very Important	No Achievement	Poor Achievement	Fair Achievement	Good Achievement	Excellent Achievement	No Emphasis At All	Little Emphasis	Average Emphasis	Moderate Emphasis	Very Much Emphasis
36. Each student will enjoy intellectual discussions.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
37. Each student will feel that people who are important to him like him.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
38. Each student will understand quantitative concepts in mathematics and science.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
39. Each student will look out for his interests without being unduly offensive.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
40. Each student will be able to verbalize a set of moral and ethical principles which he uses as a guide to his own behavior.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
41. Each student will be able to think logically and recognize unstated assumptions or unwarranted conclusions.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
42. Each student will like school.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	How important do you think the statement is for Special Schools students?					How would you rate students' achievement of the statement by the end of their Special Schools attendance?					To what extent do you emphasize the statement in your work with Special Schools students?				
	Unimportant	Marginal Importance	Average Importance	Moderate Importance	Very Important	No Achievement	Poor Achievement	Fair Achievement	Good Achievement	Excellent Achievement	No Emphasis At All	Little Emphasis	Average Emphasis	Moderate Emphasis	Very Much Emphasis
43. Each student will resist peer pressure to do things that are potentially harmful to himself or others.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
44. Each student will be able to translate colloquial expressions into standard American English.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
45. Each student will be honest.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

If there are any additional statements that have not been mentioned but you feel are important for the Division of Special Schools to consider, please list them below.

APPENDIX N

GOAL STATEMENTS DOCUMENT

(JUVENILE COURT JUDGES AND COMMISSIONERS)

Name ______________________

Position or Title ______________________

On the following pages are many different statements about student behavior that the Division of Special Schools might consider in trying to improve the services it provides to Juvenile Court wards. Please rate each statement according to how important *you* feel it is for students in the Special Schools by placing a check mark in the appropriate box.

	How important do you think the statement is for Special Schools students?				
	Unimportant	Marginal Importance	Average Importance	Moderate Importance	Very Important
1. Each student will seek help from others when he needs it.	☐	☐	☐	☐	☐
2. Each student will read rapidly and with comprehension.	☐	☐	☐	☐	☐
3. Each student will regard mathematics as useful and interesting.	☐	☐	☐	☐	☐
4. Each student will show consideration for the feelings of others.	☐	☐	☐	☐	☐
5. Each student will take care of his own belongings and the property of others.	☐	☐	☐	☐	☐
6. Each student will attend to his own health and grooming.	☐	☐	☐	☐	☐
7. Each student will consider in advance the consequences of his behavior.	☐	☐	☐	☐	☐
8. Each student will understand basic concepts in art and music.	☐	☐	☐	☐	☐

	How important do you think the statement is for Special Schools students?				
	Unimportant	Marginal Importance	Average Importance	Moderate Importance	Very Important
9. Each student will investigate a variety of occupations to the end of finding a suitable occupation for himself.	☐	☐	☐	☐	☐
10. Each student will work cooperatively with his peers on projects that require group effort.	☐	☐	☐	☐	☐
11. Each student will have good work habits, be prompt, and will not waste time.	☐	☐	☐	☐	☐
12. Each student will know fundamental skills of mathematics and their daily applications.	☐	☐	☐	☐	☐
13. Each student will show tolerance of others, their appearance and their beliefs.	☐	☐	☐	☐	☐
14. Each student will be willing and able to settle differences with others by means of discussion and compromise rather than force and violence.	☐	☐	☐	☐	☐

	How important do you think the statement is for Special Schools students?				
	Unimportant	Marginal Importance	Average Importance	Moderate Importance	Very Important
15. Each student will study at least one subject because he likes it, not merely because it is required.	☐	☐	☐	☐	☐
16. Each student will express himself easily and clearly in conversations and class discussions.	☐	☐	☐	☐	☐
17. Each student will accept advice and directions from superordinates.	☐	☐	☐	☐	☐
18. Each student will help and protect people who are weaker than himself.	☐	☐	☐	☐	☐
19. Each student will listen accurately, take good notes and follow oral directions.	☐	☐	☐	☐	☐
20. Each student will read for pleasure.	☐	☐	☐	☐	☐
21. Each student will take pride in his work.	☐	☐	☐	☐	☐

	How important do you think the statement is for Special Schools students?				
	Unimportant	Marginal Importance	Average Importance	Moderate Importance	Very Important
22. Each student will show persistence at study, at work, and at problem solving.	☐	☐	☐	☐	☐
23. Each student will write clear, well-organized letters, essays, etc.	☐	☐	☐	☐	☐
24. Each student will feel self-confident and believe that he is able to learn and solve problems if he tries.	☐	☐	☐	☐	☐
25. Each student will use his time well, make a schedule and stick to it.	☐	☐	☐	☐	☐
26. Each student will take an active part in improving his neighborhood and community.	☐	☐	☐	☐	☐
27. Each student will enjoy art and music.	☐	☐	☐	☐	☐
28. Each student will feel that this country is his country and have a sense of pride in its history.	☐	☐	☐	☐	☐

	How important do you think the statement is for Special Schools students? Unimportant	Marginal Importance	Average Importance	Moderate Importance	Very Important
29. Each student will obey laws, school rules and regulations.	☐	☐	☐	[illegible]	☐
30. Each student will know how to manage his money well; how to save, budget and shop skillfully.	☐	☐	☐	☐	☐
31. Each student will know basic concepts of science, history, and other academic subjects.	☐	☐	☐	☐	☐
32. Each student will be knowledgable about community affairs at the local, national, and international levels.	☐	☐	☐	☐	☐
33. Each student will make and keep friends.	☐	☐	☐	☐	☐
34. Each student will control his impulsive behavior.	☐	☐	☐	☐	☐
35. Each student will engage in a variety of hobbies and other activities he enjoys doing.	☐	☐	☐	☐	☐

	How important do you think the statement is for Special Schools students? Unimportant	Marginal Importance	Average Importance	Moderate Importance	Very Important
36. Each student will enjoy intellectual discussions.	☐	☐	☐	☐	☐
37. Each student will feel that people who are important to him like him.	☐	☐	☐	☐	☐
38. Each student will understand quantitative concepts in mathematics and science.	☐	☐	☐	☐	☐
39. Each student will look out for his interests without being unduly offensive.	☐	☐	☐	☐	☐
40. Each student will be able to verbalize a set of moral and ethical principles which he uses as a guide to his own behavior.	☐	☐	☐	☐	☐
41. Each student will be able to think logically and recognize unstated assumptions or unwarranted conclusions.	☐	☐	☐	☐	☐
42. Each student will like school.	☐	☐	☐	☐	☐

	How important do you think the statement is for Special Schools students?				
	Unimportant	Marginal Importance	Average Importance	Moderate Importance	Very Important
43. Each student will resist peer pressure to do things that are potentially harmful to himself or others.	☐	☐	☐	☐	☐
44. Each student will be able to translate colloquial expressions into standard American English.	☐	☐	☐	☐	☐
45. Each student will be honest.	☐	☐	☐	☐	☐

If there are any additional statements that have not been mentioned but you feel are important for the Division of Special Schools to consider, please list them below.

APPENDIX O

GOAL STATEMENTS DOCUMENT

(PUBLIC SCHOOL PERSONNEL)

Appendix O

Name ____________________

School ____________________

Position or Title ________________

Date ____________________

On the following pages are many different statements about student behavior that the Division of Special Schools (who administers the educational programs at Los Angeles County Juvenile Camps) might consider in trying to improve the services it provides to Juvenile Court wards. Please rate each ststatement according to how important *you* feel it is for students in the Juvenile Camps by placing a check mark in the appropriate box. Then, from your experience with students returning from camp, indicate the degree of student achievement for each statement.

	How important do you think the statement is for Special Schools students?					How would you rate students' achievement of the statement by the end of their Special Schools attendance?				
	Unimportant	Marginal Importance	Average Importance	Moderate Importance	Very Important	No Achievement	Poor Achievement	Fair Achievement	Good Achievement	Excellent Achievement
1. Each student will seek help from others when he needs it.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
2. Each student will read rapidly and with comprehension.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
3. Each student will regard mathematics as useful and interesting.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4. Each student will show consideration for the feelings of others.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
5. Each student will take care of his own belongings and the property of others.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
6. Each student will attend to his own health and grooming.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
7. Each student will consider in advance the consequences of his behavior.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
8. Each student will understand basic concepts in art and music.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	How important do you think the statement is for Special Schools students?					How would you rate students' achievement of the statement by the end of their Special Schools attendance?				
	Unimportant	Marginal Importance	Average Importance	Moderate Importance	Very Important	No Achievement	Poor Achievement	Fair Achievement	Good Achievement	Excellent Achievement
9. Each student will investigate a variety of occupations to the end of finding a suitable occupation for himself.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
10. Each student will work cooperatively with his peers on projects that require group effort.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
11. Each student will have good work habits, be prompt, and will not waste time.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
12. Each student will know fundamental skills of mathematics and their daily applications.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
13. Each student will show tolerance of others, their appearance and their beliefs.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
14. Each student will be willing and able to settle differences with others by means of discussion and compromise rather than force and violence.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	How important do you think the statement is for Special Schools students?					How would you rate students' achievement of the statement by the end of their Special Schools attendance?				
	Unimportant	Marginal Importance	Average Importance	Moderate Importance	Very Important	No Achievement	Poor Achievement	Fair Achievement	Good Achievement	Excellent Achievement
15. Each student will study at least one subject because he likes it, not merely because it is required.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
16. Each student will express himself easily and clearly in conversations and class discussions.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
17. Each student will accept advice and directions from superordinates.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
18. Each student will help and protect people who are weaker than himself.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
19. Each student will listen accurately, take good notes and follow oral directions.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
20. Each student will read for pleasure.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
21. Each student will take pride in his work.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	How important do you think the statement is for Special Schools students?					How would you rate students' achievement of the statement by the end of their Special Schools attendance?				
	Unimportant	Marginal Importance	Average Importance	Moderate Importance	Very Important	No Achievement	Poor Achievement	Fair Achievement	Good Achievement	Excellent Achievement
22. Each student will show persistence at study, at work, and at problem solving.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
23. Each student will write clear, well-organized letters, essays, etc.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
24. Each student will feel self-confident and believe that he is able to learn and solve problems if he tries.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
25. Each student will use his time well, make a schedule and stick to it.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
26. Each student will take an active part in improving his neighborhood and community.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
27. Each student will enjoy art and music.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
28. Each student will feel that this country is his country and have a sense of pride in its history.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	How important do you think the statement is for Special Schools students?					How would you rate students' achievement of the statement by the end of their Special Schools attendance?				
	Unimportant	Marginal Importance	Average Importance	Moderate Importance	Very Important	No Achievement	Poor Achievement	Fair Achievement	Good Achievement	Excellent Achievement
29. Each student will obey laws, school rules and regulations.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
30. Each student will know how to manage his money well: how to save, budget and shop skillfully.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
31. Each student will know basic concepts of science, history, and other academic subjects.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
32. Each student will be knowledgable about community affairs at the local, national, and international levels.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
33. Each student will make and keep friends.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
34. Each student will control his impulsive behavior.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
35. Each student will engage in a variety of hobbies and other activities he enjoys doing.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	How important do you think the statement is for Special Schools students?					How would you rate students' achievement of the statement by the end of their Special Schools attendance?				
	Unimportant	Marginal Importance	Average Importance	Moderate Importance	Very Important	No Achievement	Poor Achievement	Fair Achievement	Good Achievement	Excellent Achievement
36. Each student will enjoy intellectual discussions.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
37. Each student will feel that people who are important to him like him.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
38. Each student will understand quantitative concepts in mathematics and science.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
39. Each student will look out for his interests without being unduly offensive.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
40. Each student will be able to verbalize a set of moral and ethical principles which he uses as a guide to his own behavior.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
41. Each student will be able to think logically and recognize unstated assumptions or unwarranted conclusions.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
42. Each student will like school.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

	How important do you think the statement is for Special Schools students?					How would you rate students' achievement of the statement by the end of their Special Schools attendance?				
	Unimportant	Marginal Importance	Average Importance	Moderate Importance	Very Important	No Achievement	Poor Achievement	Fair Achievement	Good Achievement	Excellent Achievement
43. Each student will resist peer pressure to do things that are potentially harmful to himself or others.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
44. Each student will be able to translate colloquial expressions into standard American English.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
45. Each student will be honest.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

If there are any additional statements that have not been mentioned but you feel are important for the Division of Special Schools to consider, please list them below.

APPENDIX P

SUMMARY OF FINDINGS – FILE REVIEW

Section 1 Male Recidivists – Camp Files
Section 2 Male Nonrecidivists – Camp Files
Section 3 Females – Camp Files
Section 4 Males – Public School Files
Section 5 Females – Public School Files

Note: Appendix P presents summarized data collected from camp files and public school files. The percentages shown represent 100% of the files which contained appropriate information. (Some files did not contain the information or did not contain sufficient information. Some questions were not applicable. The percentage occurrence of these situations are noted after each question, where appropriate.)

SUMMARY OF FINDINGS – FILE REVIEW

Section 1
Male Recidivists – Camp Files

Columns			
4	Population description		
	1	recidivists	100.0%
	2	nonrecidivist	0.0%
	3	released youth (within last 24 months)	0.0%
5-6	Special School where file was reviewed		
	01	Afflerbaugh – Paige	12.0%
	02	David Gonzales	7.6%
	03	Vernon Kilpatrick	44.6%
	04	Las Palmas	0.0%
	05	Joseph Scott	4.3%
	06	Kenyon Scudder	4.3%
	07	Fred Miller	10.9%
	08	Glen Rockey	3.3%
	09	Fenner Canyon	13.0%

INFORMATION COLLECTED FROM PROBATION FILES

7	Sex of youth		
	1	Male	100.0%
	2	Female	0.0%
8	Age of youth as of most recent Special School Placement		
	1	6 to 8 years	0.0%
	2	9 to 12 years	1.1%
	3	13 to 15 years	45.7%
	4	16 to 18 years	52.2%
	5	over 18 years	1.1%
9	Age of youth as of date file is reviewed		
	1	6 to 8 years	0.0%
	2	9 to 12 years	1.1%
	3	13 to 15 years	34.8%
	4	16 to 18 years	63.0%
	5	over 18 years	1.1%

Columns

10	Race of youth				
	1	Caucasian	34.8%		
	2	Negro	39.1%		
	3	Mexican-American	25.0%		
	4	Oriental	1.1%		
	5	Indian, Hawaiian	0.0%		
11	Geographic location prior to Special Schools assignment				
	1	San Fernando Valley, Glendale, Burbank, etc.	12.0%		
	2	San Gabriel Valley, Pasadena, etc.	16.3%		
	3	East Los Angeles, Montebello, Alhambra, etc.	9.8%		
	4	West Los Angeles, Santa Monica, Culver City, etc.	6.5%		
	5	South Central Los Angeles, Compton, Carson, Watts, etc.	46.7%		
	6	Other	8.7%		
12	Referral agency				
	1	Los Angeles Police Department (LAPD)	41.0%		
	2	Sheriff's Office	8.0%		
	3	Other Police Department	28.0%		
	4	Juvenile Court	0.0%		
	5	Probation Department	11.0%		
	6	California Youth Authority (CYA)	0.0%		
	7	Department of Public Social Services (DPSS)	0.0%		
	8	Other agency	12.0%		
				No information	2.2%
13	Primary reason for most recent referral to Special Schools				
	1	Offenses against person (e.g., homicide, robbery, assault)	20.0%		
	2	Offenses against property (e.g., burglary, theft, forgery and checks, arson)	36.0%		
	3	Sex delinquency (e.g., rape, illegitimate sex relations, homosexual acts)	1.0%		

Columns					
13 con't.	4	Narcotics (e.g., possession, sale, etc.)	2.0%		
	5	Traffic (e.g., drunk driving, hit and run, speeding, etc.)	0.0%		
	6	Delinquent tendencies (e.g., vagrancy, loitering, curfew, liquor, truancy, runaway, incorrigible, etc.)	35.0%		
	7	Dependency situations (e.g., no proper guardian, parental neglect, sex assault victim, mental deficiency, etc.)	1.0%		
	8	Other miscellaneous law violations	5.0%		
				No information	1.1%
14		Secondary reason for most recent referral to Special Schools			
	1	Offenses against person (e.g., homicide, robbery, assault)	0.0%		
	2	Offenses against property (e.g., burglary, theft, forgery and checks, arson)	25.0%		
	3	Sex delinquency (e.g., rape, illegitimate sex relations, homosexual acts)	0.0%		
	4	Narcotics (e.g., possession, sale, use, etc.)	9.4%		
	5	Traffic (e.g., drunk driving, hit and run, speeding, etc.)	0.0%		
	6	Delinquent tendencies (e.g., vagrancy, loitering, curfew, liquor, truancy, runaway, incorrigible, etc.)	56.3%		
	7	Dependency situations (e.g., no proper guardian, parental neglect, sex assault victim, mental deficiency, etc.)	3.1%		
	8	Other miscellaneous law violations	6.3%		
				No information	64.1%
				Not applicable	1.1%
15		Tertiary reason for most recent referral to Special Schools			
	1	Offenses against person (e.g., homicide, robbery, assault)	0.0%		
	2	Offenses against property (e.g., burglary, theft, forgery and checks, arson)	0.0%		

Columns

15 con't.	3	Sex delinquency (e.g., rape, illegitimate sex relations, homosexual acts)	0.0%		
	4	Narcotics (e.g., possession, sale, use, etc.)	0.0%		
	5	Traffic (e.g., drunk driving, hit and run, speeding, etc.)	0.0%		
	6	Delinquent tendencies (e.g., vagrancy, loitering, curfew, liquor, truancy, runaway, incorrigible, etc.)	100.0%		
	7	Dependency situations (e.g., no proper guardian, parental neglect, sex assault victim, mental deficiency, etc.)	0.0%		
	8	Other miscellaneous law violations	0.0%	Not applicable	97.8%
				No information	1.1%
16		Number of contacts with authorities (e.g., arrests; not contacts incurred while youth being processed through courts) prior to most recent Special School assignment			
	1	None	0.0%		
	2	1 to 3	4.0%		
	3	4 to 6	22.0%		
	4	7 to 9	24.0%		
	5	10 to 12	16.0%		
	6	More than 12	34.0%		
				No information	7.6%
17		Primary nature of previous contacts with authorities			
	1	Offenses against persons	24.4%		
	2	Offenses against property	43.3%		
	3	Sex delinquency	1.1%		
	4	Narcotics	3.3%		
	5	Traffic	0.0%		
	6	Delinquent tendencies	26.7%		
	7	Dependency situations	0.0%		
	8	Other miscellaneous law violations	1.1%		
				No information	2.2%
				Not applicable	0.0%

Columns

18 Secondary nature of previous contacts with authorities

1	Offenses against persons	10.3%		
2	Offenses against property	38.5%		
3	Sex delinquency	0.0%		
4	Narcotics	12.8%		
5	Traffic	0.0%		
5	Delinquent tendencies	34.6%		
7	Dependency situations	1.3%		
8	Other miscellaneous law violations	2.6%		
			No information	3.3%
			Not applicable	12.0%

19 Tertiary nature of previous contacts with authorities

1	Offenses against persons	2.8%		
2	Offenses against property	0.0%		
3	Sex delinquency	2.8%		
4	Narcotics	27.8%		
5	Traffic	0.0%		
6	Delinquent tendencies	52.8%		
7	Dependency situations	8.3%		
8	Other miscellaneous law violations	5.6%		
			No information	6.5%
			Not applicable	54.3%

20 Employment status of youth prior to Special School placement

1	Employed full-time	0.0%		
2	Employed part-time	1.0%		
3	Unemployed	19.0%		
4	Student	80.0%		
			No information	1.1%

21 Physical status of youth's most recent Special School assignment

1	Normal average	83.7%
2	Disabled or handicapped in some way	0.0%
3	Epileptic	0.0%
4	Drug addicted or alcoholic	1.1%
5	Other physical or health problem	10.9%
6	Combination of physical problems	4.3%

Columns

22	Was a clinical diagnostic report prepared on this youth?			
	1 Yes	48.9%		
	2 No	51.1%		
23	Length of most recent Special School placement		Not applicable	100.0%
24	Method of release from most recent Special School assignment		Not applicable	100.0%

INFORMATION TO BE GATHERED FROM SPECIAL SCHOOLS FILES

25	What is the nature of the most recent, valid intelligence data for youth?			
	1 WISC (Wechsler Intelligence Scales for Children)	27.4%		
	2 WISA (Wechsler Intelligence Scales for Adults)	4.8%		
	3 Stanford Binet Intelligence Scale	8.1%		
	4 Peabody Picture Vocabulary Test	32.3%		
	5 Other test	17.7%		
	6 No test data available, but intelligence estimated by interviewer	9.7%		
			No information	32.6%
26	What is the youth's tested intelligence level?			
	1 Superior intelligence (above 120 IQ)	1.6%		
	2 High average (110-119)	4.8%		
	3 Average (90-109)	32.3%		
	4 Low average (80-89)	35.5%		
	5 Borderline (70-79)	21.0%		
	6 Mentally handicapped (below 70)	4.8%		
			No information	32.6%
27	What is the nature of the most recent, valid scholastic aptitude or achievement data for youth?			
	1 Wide Range Achievement Test (WRAT)	61.7%		
	2 California Achievement Test (CAT)	0.0%		
	3 Iowa Tests of Educational Development	0.0%		
	4 Other	38.3%		
			No information	34.8%

Columns

28 Based on school transcripts and the results of scholastic achievement testing, if any, how would you judge the youth's reading, vocabulary and/or verbal achievement?

1	Above expected grade level	4.8%
2	At expected grade level	9.7%
3	One grade below expected grade level	1.6%
4	Two grades below expected grade level	4.8%
5	Three or more grades below expected grade level	79.0%

Insufficient information 32.6%

29 Based on school transcripts and the results of scholastic achievement testing, if any, how would you judge the youth's arithmetic achievement?

1	Above expected grade level	3.9%
2	At expected grade level	3.9%
3	One grade below expected grade level	0.0%
4	Two grades below expected grade level	7.8%
5	Three or more grades below expected grade level	84.3%

Insufficient information 44.6%

30 Based on school transcripts, how would you judge the youth's school attendance prior to most recent Special School placement?

1	Good	3.7%
2	Average	3.7%
3	Poor	92.6%

Not applicable 18.5%

31 What is the nature of the youth's educational program prior to most recent Special School placement?

1	College preparatory	0.0%
2	General compensatory education	92.7%
3	Vocational education	2.4%
4	Remedial and/or special programs (e.g., EMR)	4.9%

No information 27.2%
Not applicable 28.3%

Columns

32	Did youth receive vocational training (e.g., welding, auto mechanics, landscaping, cosmetology, clothing, foods, secretarial, nursing, etc.) during most recent Special School placement?			
	1 Yes	37.1%		
	2 No	62.9%		
			No information	3.3%
33	Did youth receive basic skills or other instruction in reading, spelling and/or mathematics during most recent Special School placement?			
	1 Yes	97.8%		
	2 No	2.2%		
			No information	2.2%
34	Did youth receive a diploma or vocational certificate of completion during his most recent Special School placement?		Not applicable	100.0%
35	In general, how would you characterize the youth's academic status (e.g., in arithmetic, reading, etc.) upon release from Special School?		Not applicable	100.0%
36	In general, how would you characterize the youth's achievement in vocational education (e.g., auto shop, welding, etc.) upon release from Special School?		Not applicable	100.0%

SUMMARY OF FINDINGS – FILE REVIEW

Section 2
Male Nonrecidivists – Camp Files

Columns

4		Population description	
	1	recidivist	0.0%
	2	nonrecidivist	100.0%
	3	released youth (within last 24 months)	0.0%
5-6		Special School where file was reviewed	
	01	Afflerbaugh -Paige	35.0%
	02	David Gonzales	13.6%
	03	Vernon Kilpatrick	1.9%
	04	Las Palmas	0.0%
	05	Joseph Scott	13.6%
	06	Kenyon Scudder	7.8%
	07	Fred Miller	2.9%
	08	Glen Rockey	16.5%
	09	Fenner Canyon	8.7%

INFORMATION COLLECTED FROM PROBATION FILES

7		Sex of youth	
	1	Male	100.0%
	2	Female	0.0%
8		Age of youth as of most recent Special School placement	
	1	6 to 8 years	0.0%
	2	9 to 12 years	1.0%
	3	13 to 15 years	52.4%
	4	16 to 18 years	46.6%
	5	over 18 years	0.0%
9		Age of youth as of date file is reviewed	
	1	6 to 8 years	0.0%
	2	9 to 12 years	1.0%
	3	13 to 15 years	45.6%
	4	16 to 18 years	53.4%
	5	over 18 years	0.0%

Columns

10	Race of youth				
	1	Caucasian	31.1%		
	2	Negro	35.9%		
	3	Mexican-American	30.1%		
	4	Oriental	0.0%		
	5	Indian, Hawaiian	2.9%		
11	Geographic location prior to Special Schools assignment				
	1	San Fernando Valley, Glendale, Burbank, etc.	10.7%		
	2	San Gabriel Valley, Pasadena, etc.	21.4%		
	3	East Los Angeles, Montebello, Alhambra, etc.	17.5%		
	4	West Los Angeles, Santa Monica, Culver City, etc	5.8%		
	5	South Central Los Angeles, Compton, Carson, Watts, etc.	40.8%		
	6	Other	3.9%		
12	Referral agency				
	1	Los Angeles Police Department (LAPD)	32.0%		
	2	Sheriff's Office	29.0%		
	3	Other Police Department	28.0%		
	4	Juvenile Court	1.0%		
	5	Probation Department	8.0%		
	6	California Youth Authority (CYA)	0.0%		
	7	Department of Public Social Services (DPSS)	0.0%		
	8	Other agency	2.0%		
				No information	2.2%
13	Primary reason for most recent referral to Special Schools				
	1	Offenses against person (e.g., homicide, robbery, assault)	19.4%		
	2	Offenses against property (e.g., burglary, theft, forgery and checks, arson)	42.7%		
	3	Sex delinquency (e.g., rape, illegitimate sex relations, homosexual acts)	2.9%		

Columns

13 con't.	4	Narcotics (e.g., possession, sale, etc.)	2.9%		
	5	Traffic (e.g., drunk driving, hit and run, speeding, etc.)	2.9%		
	6	Delinquent tendencies (e.g., vagrancy, loitering, curfew, liquor, truancy, runaway, incorrigible, etc.)	21.4%		
	7	Dependency situations (e.g., no proper guardian, parental neglect, sex assault victim, mental deficiency, etc.)	0.0%		
	8	Other miscellaneous law violations	7.8%		
14		Secondary reason for most recent referral to Special Schools			
	1	Offenses against person (e.g., homicide, robbery, assault)	6.7%		
	2	Offenses against property (e.g., burglary, theft, forgery and checks, arson)	20.0%		
	3	Sex delinquency (e.g., rape, illegitimate sex relations, homosexual acts)	0.0%		
	4	Narcotics (e.g., possession, sale, use, etc.)	20.0%		
	5	Traffic (e.g., drunk driving, hit and run, speeding, etc.)	0.0%		
	6	Delinquent tendencies (e.g., vagrancy, loitering, curfew, liquor, truancy, runaway, incorrigible, etc.)	44.4%		
	7	Dependency situations (e.g., no proper guardian, parental neglect, sex assault victim, mental deficiency, etc.)	4.4%		
	8	Other miscellaneous law violations	4.4%		
				Not applicable	56.3%
15		Tertiary reason for most recent referral to Special Schools			
	1	Offenses against person (e.g., homicide, robbery, assault)	0.0%		
	2	Offenses against property (e.g., burglary, theft, forgery and checks, arson)	0.0%		
	3	Sex delinquency (e.g., rape, illegitimate sex relations, homosexual acts)	0.0%		

Columns

15 con't.	4	Narcotics (e.g., possession, sale, use, etc.)	0.0%		
	5	Traffic (e.g., drunk driving, hit and run, speeding, etc.)	0.0%		
	6	Delinquent tendencies (e.g., vagrancy, loitering, curfew, liquor, truancy, runaway, incorrigible, etc.)	100.0%		
	7	Dependency situations (e.g., no proper guardian, parental neglect, sex assault victim, mental deficiency, etc.)	0.0%		
	8	Other miscellaneous law violations	0.0%		
				Not applicable	98.1%
16		Number of contacts with authorities (e.g., arrests; not contacts incurred while youth being processing through courts) prior to most recent Special School assignment			
	1	None	5.0%		
	2	1 to 3	18.0%		
	3	4 to 6	27.0%		
	4	7 to 9	22.0%		
	5	10 to 12	9.0%		
	6	More than 12	19.0%		
				No information	1.0%
17		Primary nature of previous contacts with authorities			
	1	Offenses against persons	16.5%		
	2	Offenses against property	60.8%		
	3	Sex delinquency	0.0%		
	4	Narcotics	8.2%		
	5	Traffic	0.0%		
	6	Delinquent tendencies	12.4%		
	7	Dependency situations	0.0%		
	8	Other miscellaneous law violations	2.1%		
				No information	1.9%
				Not applicable	3.9%
18		Secondary nature of previous contacts with authorities			
	1	Offenses against persons	9.8%		
	2	Offenses against property	22.0%		
	3	Sex delinquency	0.0%		

Columns					
18 con't.	4	Narcotics	8.5%		
	5	Traffic	1.2%		
	6	Delinquent tendencies	52.4%		
	7	Dependency situations	1.2%		
	8	Other miscellaneous law violations	4.9%		
				No information	1.9%
				Not applicable	18.4%
19		Tertiary nature of previous contacts with authorities			
	1	Offenses against persons	8.6%		
	2	Offenses against property	2.9%		
	3	Sex delinquency	0.0%		
	4	Narcotics	17.1%		
	5	Traffic	0.0%		
	6	Delinquent tendencies	51.4%		
	7	Dependency situations	2.9%		
	8	Other miscellaneous law violations	17.1%		
				No information	1.9%
				Not applicable	64.1%
20		Employment status of youth prior to Special School placement			
	1	Employed full-time	1.0%		
	2	Employed part-time	2.9%		
	3	Unemployed	9.7%		
	4	Student	86.4%		
21		Physical status of youth's most recent Special School assignment			
	1	Normal average	90.0%		
	2	Disabled or handicapped in some way	0.0%		
	3	Epileptic	0.0%		
	4	Drug addicted or alcoholic	1.0%		
	5	Other physical or health problem	8.0%		
	6	Combination of physical problems	1.0%		
				No information	4.9%
22		Was a clinical diagnostic report prepared on this youth?			
	1	Yes	33.0%		
	2	No	67.0%		

Columns

23	Length of most recent Special School placement			
	1 Less than 5 weeks	16.7%		
	2 5 to 9 weeks	25.0%		
	3 10 to 14 weeks	33.3%		
	4 15 to 19 weeks	16.7%		
	5 20 to 24 weeks	8.3%		
	6 25 weeks and over	0.0%		
			No information	0.0%
			Not applicable	88.3%
24	Method of release from most recent Special School assignment		Not applicable	100.0%

INFORMATION TO BE GATHERED FROM SPECIAL SCHOOLS FILES

25	What is the nature of the most recent, valid intelligence data for youth?			
	1 WISC (Wechsler Intelligence Scales for Children)	8.1%		
	2 WISA (Wechsler Intelligence Scales for Adults)	2.7%		
	3 Stanford Binet Intelligence Scale	1.4%		
	4 Peabody Picture Vocabulary Test	73.0%		
	5 Other test	10.8%		
	6 No test data available, but intelligence estimated by interviewer	4.1%		
			No information	28.2%
26	What is the youth's tested intelligence level?			
	1 Superior intelligence (above 120 IQ)	0.0%		
	2 High average (110-119)	1.3%		
	3 Average (90-109)	30.7%		
	4 Low average (80-89)	38.7%		
	5 Borderline (70-79)	22.7%		
	6 Mentally handicapped (below 70)	6.7%		
			No information	27.2%
27	What is the nature of the most recent, valid scholastic aptitude or achievement data for youth?			
	1 Wide Range Achievement Test (WRAT)	92.0%		
	2 California Achievement Test (CAT)	1.1%		

Columns				
27 con't.	3 Iowa Tests of Educational Development	0.0%		
	4 Other	6.8%		
			No information	14.6%
28	Based on school transcripts and the results of scholastic achievement testing, if any, how would you judge the youth's reading, vocabulary and/or verbal achievement?			
	1 Above expected grade level	5.6%		
	2 At expected grade level	5.6%		
	3 One grade below expected grade level	5.6%		
	4 Two grades below expected grade level	11.2%		
	5 Three or more grades below expected grade level	71.9%		
			Insufficient information	13.6%
29	Based on school transcripts and the results of scholastic achievement testing, if any, how would you judge the youth's arithmetic achievement?			
	1 Above expected grade level	2.2%		
	2 At expected grade level	2.2%		
	3 One grade below expected grade level	2.2%		
	4 Two grades below expected grade level	4.5%		
	5 Three or more grades below expected grade level	88.8%		
			Insufficient information	13.6%
30	Based on school transcripts, how would you judge the youth's school attendance prior to most recent Special School placement?			
	1 Good	1.4%		
	2 Average	10.2%		
	3 Poor	88.4%		
			Not applicable	12.6%
31	What is the nature of the youth's educational program prior to most recent Special School placement?			
	1 College preparatory	0.0%		
	2 General compensatory education	85.3%		

Columns				
31 con't.	3 Vocational education	0.0%		
	4 Remedial and/or special programs (e.g., EMR)	14.7%		
			No information	23.3%
			Not applicable	10.7%
32	Did youth receive vocational training (e.g., welding, auto mechanics, landscaping, cosmetology, clothing, foods, secretarial, nursing, etc.) during most recent Special School placement?			
	1 Yes	46.5%		
	2 No	53.5%		
			No information	1.9%
33	Did youth receive basic skills or other instruction in reading, spelling and/or mathematics during most recent Special School placement?			
	1 Yes	100.0%		
	2 No	0.0%		
			No information	1.9%
34	Did youth receive a diploma or vocational certificate of completion during his most recent Special School placement?		Not applicable	100.0%
35	In general, how would you characterize the youth's academic status (e.g., in arithmetic, reading, etc.) upon release from Special School?		Not applicable	100.0%
36	In general, how would you characterize the youth's achievement in vocational education (e.g., auto shop, welding, etc.) upon release from Special School?		Not applicable	100.0%

SUMMARY OF FINDINGS – FILE REVIEW

Section 3
Females in Camp – File Review

Columns			
4	Population description		
	1	recidivists	11.7%
	2	nonrecidivist	88.3%
	3	released youth (within last 24 months)	0.0%
5-6	Special School where file was reviewed		
	01	Afflerbaugh–Paige	0.0%
	02	David Gonzales	0.0%
	03	Vernon Kilpatrick	0.0%
	04	Las Palmas	100.0%
	05	Joseph Scott	0.0%
	06	Kenyon Scudder	0.0%
	07	Fred Miller	0.0%
	08	Glen Rockey	0.0%
	09	Fenner Canyon	0.0%

INFORMATION COLLECTED FROM PROBATION FILES

7	Sex of youth		
	1	Male	0.0%
	2	Female	100.0%
8	Age of youth as of most recent Special School Placement		
	1	6 to 8 years	0.0%
	2	9 to 12 years	0.0%
	3	13 to 15 years	66.0%
	4	16 to 18 years	34.0%
	5	over 18 years	0.0%
9	Age of youth as of date file is reviewed		
	1	6 to 8 years	0.0%
	2	9 to 12 years	0.0%
	3	13 to 15 years	46.6%
	4	16 to 18 years	53.4%
	5	over 18 years	0.0%

SUMMARY OF FINDINGS – FILE REVIEW

Section 3
Females in Camp – File Review

Columns			
4	Population description		
	1	recidivists	11.7%
	2	nonrecidivist	88.3%
	3	released youth (within last 24 months)	0.0%
5-6	Special School where file was reviewed		
	01	Afflerbaugh – Paige	0.0%
	02	David Gonzales	0.0%
	03	Vernon Kilpatrick	0.0%
	·04	Las Palmas	100.0%
	05	Joseph Scott	0.0%
	06	Kenyon Scudder	0.0%
	07	Fred Miller	0.0%
	08	Glen Rockey	0.0%
	09	Fenner Canyon	0.0%

INFORMATION COLLECTED FROM PROBATION FILES

7	Sex of youth		
	1	Male	0.0%
	2	Female	100.0%
8	Age of youth as of most recent Special School Placement		
	1	6 to 8 years	0.0%
	2	9 to 12 years	0.0%
	3	13 to 15 years	66.0%
	4	16 to 18 years	34.0%
	5	over 18 years	0.0%
9	Age of youth as of date file is reviewed		
	1	6 to 8 years	0.0%
	2	9 to 12 years	0.0%
	3	13 to 15 years	46.6%
	4	16 to 18 years	53.4%
	5	over 18 years	0.0%

Columns

10 Race of youth

1	Caucasian	66.0%
2	Negro	19.0%
3	Mexican-American	13.0%
4	Oriental	1.0%
5	Indian, Hawaiian	1.0%

11 Geographic location prior to Special Schools assignment

1	San Fernando Valley, Glendale, Burbank, etc.	20.0%
2	San Gabriel Valley, Pasadena, etc.	16.7%
3	East Los Angeles, Montebello, Alhambra, etc.	13.3%
4	West Los Angeles, Santa Monica, Culver City, etc.	10.0%
5	South Central Los Angeles, Compton, Carson, Watts, etc.	36.7%
6	Other	3.3%

12 Referral agency

1	Los Angeles Police Department (LAPD)	20.0%
2	Sheriff's Office	19.0%
3	Other Police Department	49.0%
4	Juvenile Court	0.0%
5	Probation Department	3.0%
6	California Youth Authority (CYA)	0.0%
7	Department of Public Social Services (DPSS)	3.0%
8	Other agency	6.0%

No information 1.7%

13 Primary reason for most recent referral to Special Schools

1	Offenses against person (e.g., homicide, robbery, assault)	0.0%
2	Offenses against property (e.g., burglary, theft, forgery and checks, arson)	5.0%
3	Sex delinquency (e.g., rape, illegitimate sex relations, homosexual acts)	3.3%

Columns					
13 con't.	4	Narcotics (e.g., possession, sale, etc.)	5.0%		
	5	Traffic (e.g., drunk driving, hit and run, speeding, etc.)	0.0%		
	6	Delinquent tendencies (e.g., vagrancy, loitering, curfew, liquor, truancy, runaway, incorrigible, etc.)	83.4%		
	7	Dependency situations (e.g., no proper guardian, parental neglect, sex assault victim, mental deficiency, etc.)	3.3%		
	8	Other miscellaneous law violations	0.0%		
14		Secondary reason for most recent referral to Special Schools			
	1	Offenses against person (e.g., homicide, robbery, assault)	0.0%		
	2	Offenses against property (e.g., burglary, theft, forgery and checks, arson)	0.0%		
	3	Sex delinquency (e.g., rape, illegitimate sex relations, homosexual acts)	16.0%		
	4	Narcotics (e.g., possession, sale, use, etc.)	50.0%		
	5	Traffic (e.g., drunk driving, hit and run, speeding, etc.)	0.0%		
	6	Delinquent tendencies (e.g., vagrancy, loitering, curfew, liquor, truancy, runaway, incorrigible, etc.)	22.0%		
	7	Dependency situations (e.g., no proper guardian, parental neglect, sex assault victim, mental deficiency, etc.)	12.0%		
	8	Other miscellaneous law violations	0.0%		
				Not applicable	64.3%
15		Tertiary reason for most recent referral to Special Schools			
	1	Offenses against person (e.g., homicide, robbery, assault)	0.0%		
	2	Offenses against property (e.g., burglary, theft, forgery and checks, arson)	13.3%		
	3	Sex delinquency (e.g., rape, illegitimate sex relations, homosexual acts)	53.4%		

Columns

15 con't.	4	Narcotics (e.g., possession, sale, use, etc.)	13.3%		
	5	Traffic (e.g., drunk driving, hit and run, speeding, etc.)	0.0%		
	6	Delinquent tendencies (e.g., vagrancy, loitering, curfew, liquor, truancy, runaway, incorrigible, etc.)	20.0%		
	7	Dependency situations (e.g., no proper guardian, parental neglect, sex assault victim, mental deficiency, etc.)	0.0%		
	8	Other miscellaneous law violations	0.0%		
				Not applicable	75.0%
16		Number of contacts with authorities (e.g., arrests; not contacts incurred while youth being processing through courts) prior to most recent Special School assignment			
	1	None	5.2%		
	2	1 to 3	41.4%		
	3	4 to 6	36.2%		
	4	7 to 9	12.1%		
	5	10 to 12	3.4%		
	6	More than 12	1.7%		
				No information	3.3%
17		Primary nature of previous contacts with authorities			
	1	Offenses against persons	3.5%		
	2	Offenses against property	5.3%		
	3	Sex delinquency	0.0%		
	4	Narcotics	8.8%		
	5	Traffic	0.0%		
	6	Delinquent tendencies	82.4%		
	7	Dependency situations	0.0%		
	8	Other miscellaneous law violations	0.0%		
				Not applicable	5.0%
18		Secondary nature of previous contacts with authorities			
	1	Offenses against persons	5.2%		
	2	Offenses against property	23.8%		
	3	Sex delinquency	18.4%		
	4	Narcotics	31.6%		

Columns

18 con't.	5	Traffic	0.0%		
	6	Delinquent tendencies	18.4%		
	7	Dependency situations	2.6%		
	8	Other miscellaneous law violations	0.0%		
				Not applicable	36.6%
19		Tertiary nature of previous contacts with authorities			
	1	Offenses against persons	26.4%		
	2	Offenses against property	5.3%		
	3	Sex delinquency	21.0%		
	4	Narcotics	26.4%		
	5	Traffic	0.0%		
	6	Delinquent tendencies	5.2%		
	7	Dependency situations	10.5%		
	8	Other miscellaneous law violations	5.2%		
				Not applicable	68.3%
20		Employment status of youth prior to Special School placement			
	1	Employed full-time	0.0%		
	2	Employed part-time	0.0%		
	3	Unemployed	0.0%		
	4	Student	100.0%		
				No information	1.7%
21		Physical status of youth's most recent Special School assignment			
	1	Normal average	90.0%		
	2	Disabled or handicapped in some way	0.0%		
	3	Epileptic	0.0%		
	4	Drug addicted or alcoholic	0.0%		
	5	Other physical or health problem	8.3%		
	6	Combination of physical problems	1.7%		
22		Was a clinical diagnostic report prepared on this youth?			
	1	Yes	81.7%		
	2	No	18.3%		
23		Length of most recent Special School placement		Not applicable	100.0%
24		Method of release from most recent Special School assignment		Not applicable	100.0%

INFORMATION TO BE GATHERED FROM SPECIAL SCHOOLS FILES

Columns

25 What is the nature of the most recent, valid intelligence data for youth?

1	WISC (Wechsler Intelligence Scales for Children)	17.3%		
2	WISA (Wechsler Intelligence Scales for Adults)	0.0%		
3	Stanford Binet Intelligence Scale	5.2%		
4	Peabody Picture Vocabulary Test	12.1%		
5	Other test	65.4%		
6	No test data available, but intelligence estimated by interviewer	0.0%		
			No information	3.3%

26 What is the youth's tested intelligence level?

1	Superior intelligence (above 120 IQ)	0.0%		
2	High average (110-119)	23.7%		
3	Average (90-109)	52.5%		
4	Low average (80-89)	15.3%		
5	Borderline (70-79)	8.5%		
6	Mentally handicapped (below 70)	0.0%		
			No information	1.7%

27 What is the nature of the most recent, valid scholastic aptitude or achievement data for youth?

1	Wide Range Achievement Test (WRAT)	96.6%		
2	California Achievement Test (CAT)	3.4%		
3	Iowa Tests of Educational Development	0.0%		
4	Other	0.0%		
			No information	1.7%

28 Based on school transcripts and the results of scholastic achievement testing, if any, how would you judge the youth's reading, vocabulary and/or verbal achievement?

1	Above expected grade level	17.0%
2	At expected grade level	13.6%
3	One grade below expected grade level	15.2%

Columns				
28 con't.	4 Two grades below expected grade level	20.4%		
	5 Three or more grades below expected grade level	33.8%		
			Insufficient information	1.7%
29	Based on school transcripts and the results of scholastic achievement testing, if any, how would you judge the youth's arithmetic achievement?			
	1 Above expected grade level	1.7%		
	2 At expected grade level	3.4%		
	3 One grade below expected grade level	3.4%		
	4 Two grades below expected grade level	11.8%		
	5 Three or more grades below expected grade level	79.7%		
			Insufficient information	1.7%
30	Based on school transcripts, how would you judge the youth's school attendance prior to most recent Special School placement?			
	1 Good	0.0%		
	2 Average	0.0%		
	3 Poor	100.0%		
			Insufficient information	7.5%
31	What is the nature of the youth's educational program prior to most recent Special School placement?			
	1 College preparatory	0.0%		
	2 General compensatory education	94.3%		
	3 Vocational education	1.9%		
	4 Remedial and/or special programs (e.g., EMR)	3.8%		
			No information	11.7%
			Not applicable	1.7%
32	Did youth receive vocational training (e.g., welding, auto mechanics, landscaping, cosmetology, clothing, foods, secretarial, nursing, etc.) during most recent Special School placement?			
	1 Yes	71.6%		
	2 No	28.4%		

Columns

33 Did youth receive basic skills or other instruction in reading, spelling and/or mathematics during most recent Special School placement?

1	Yes	71.6%
2	No	28.4%

34 Did youth receive a diploma or vocational certificate of completion during his most recent Special School placement? Not applicable 100.0%

35 In general, how would you characterize the youth's academic status (e.g., in arithmetic, reading, etc.) upon release from Special School? Not applicable 100.0%

36 In general, how would you characterize the youth's achievement in vocational education (e.g., auto shop, welding, etc.) upon release from Special School? Not applicable 100.0%

SUMMARY OF FINDINGS – FILE REVIEW

Section 4
Males – Public School File Review

Columns					
4		Population description			
	1	recidivists	0.0%		
	2	nonrecidivist	0.0%		
	3	released youth (within last 24 months)	100.0%		
5-6		Special School youth was released from			
	01	Afflerbaugh	15.8%		
	02	David Gonzales	15.8%		
	03	Vernon Kilpatrick	19.7%		
	04	Las Palmas	0.0%		
	05	Joseph Scott	15.8%		
	06	Kenyon Scudder	6.6%		
	07	Fred Miller	3.9%		
	08	Glen Rockey	14.5%		
	09	Fenner Canyon	5.3%		
	10	Paige	2.6%		
				No information	20.0%
7		Sex of youth			
	1	Male	100.0%		
	2	Female	0.0%		
8		Age of youth as of most recent Special Schools Placement			
	1	6 to 8 years	1.3%		
	2	9 to 12 years	1.3%		
	3	13 to 15 years	60.5%		
	4	16 to 18 years	36.8%		
	5	over 18 years	0.0%		
				No information	20.0%
9		Age of youth as of date that file is reviewed			
	1	6 to 8 years	0.0%		
	2	9 to 12 years	0.0%		
	3	13 to 15 years	10.8%		
	4	16 to 18 years	72.3%		
	5	over 18 years	16.9%		
				No information	12.6%

Columns					
10	Race of youth				
	1	Caucasian	31.9%		
	2	Negro	30.6%		
	3	Mexican-American	33.3%		
	4	Oriental	4.2%		
	5	Indian, Hawaiian	0.0%		
				No information	24.2%
25	What was the nature of the most valid intelligence data for youth prior to or during his most recent Special Schools placement?				
	1	WISC (Wechsler Intelligence Scales for Children)	14.5%		
	2	WISA (Wechsler Intelligence Scales for Adults)	0.0%		
	3	Stanford Binet Intelligence Scale	8.7%		
	4	Peabody Picture Vocabulary Test	20.3%		
	5	Other test	55.1%		
	6	No test data available, but intelligence estimated by interviewer	1.4%		
				No information	27.4%
26	What was the youth's tested intelligence level prior to or during his most recent Special Schools placement?				
	1	Superior intelligence (above 120 IQ)	1.4%		
	2	High average (110-119)	5.8%		
	3	Average (90-109)	4.9%		
	4	Low average (80-89)	27.5%		
	5	Borderline (70-79)	14.5%		
	6	Mentally handicapped (below 70)	5.8%		
				No information	27.4%
27	What was the nature of the most valid scholastic aptitude or achievement data for youth prior to or during most recent Special Schools placement?				
	1	Wide Range Achievement Test (WRAT)	40.9%		
	2	California Achievement Test (CAT)	37.9%		
	3	Iowa Tests of Educational Development	0.0%		
	4	Other	21.2%		
				No information	30.5%

Columns

28 . Based on past school transcripts and the results of scholastic achievement testing, if any, how would you judge the youth's reading, vocabulary and/or verbal achievement?

1	Above expected grade level	5.5%		
2	At expected grade level	9.6%		
3	One grade below expected grade level	5.5%		
4	Two grades below expected grade level	9.6%		
5	Three or more grades below expected grade level	69.9%		
			Insufficient information	23.2%

29 Based on past school transcripts and the results of scholastic achievement testing, if any, how would you judge the youth's arithmetic achievement?

1	Above expected grade level	4.2%		
2	At expected grade level	9.7%		
3	One grade below expected grade level	6.9%		
4	Two grades below expected grade level	8.3%		
5	Three or more grades below expected grade level	70.8%		
			Insufficient information	24.2%

30 Based on past school transcripts, how would you judge the youth's school attendance prior to most recent Special Schools placement?

1	Good	0.0%		
2	Average	10.7%		
3	Poor	89.3%		
			Insufficient information	40.0%
			No information	1.1%

31 What was the nature of the youth's educational program prior to most recent Special Schools placement?

1	College preparatory	2.6%		
2	General compensatory education	80.8%		
3	Vocational education	5.1%		
4	Remedial and/or special programs (e.g., EMR)	11.5%		
			No information	17.9%
			Not applicable	0.0%

Columns

32 Did youth receive vocational training (e.g., welding, auto mechanics, landscaping, cosmetology, clothing, foods, secretarial, nursing, etc.) during most recent Special Schools placement?

1	Yes	50.8%		
2	No	49.2%		
			No information	33.7%

33 Did youth receive basic skills or other instruction in reading, spelling and/or mathematics during most recent Special Schools placement?

1	Yes	85.7%		
2	No	14.3%		
			No information	33.7%

34 Did youth receive a diploma or vocational certificate of completion during his most recent Special Schools placement?

1	No diploma or vocational certificate	98.4%		
2	Junior High School diploma	0.0%		
3	High School diploma	0.0%		
4	Vocational certificate of completion	1.6%		
			No information	33.7%

35 In general, how would you characterize the youth's academic status (e.g., in arithmetic, reading, etc.) upon release from Special Schools?

1	Above expected grade level	5.5%		
2	At expected grade level	21.8%		
3	One grade below expected grade level	9.1%		
4	Twogrades below expected grade level	21.8%		
5	Three or more grades below expected grade level	41.8%		
			Insufficient information	42.1%

36 In general, how would you characterize the youth's achievement in vocational education (e.g., auto shop, welding, etc.) upon release from Special Schools?

1	Very good (e.g., A, 8-10 points)	5.9%
2	Good (B, 7 points)	11.8%
3	Satisfactory (C, 4-6 points)	55.9%

Columns					
36 con't.	4	Unsatisfactory (D, 2-3 points)	14.7%		
	5	Failing (F, 1 point)	11.8%		
				Insufficient information	34.7%
				Not applicable	29.5%
37		What is the nature of the most recent, valid scholastic aptitude or achievement data for youth since release from Special Schools?			
	1	No aptitude or achievement data has been obtained since youth's return to public school	90.6%		
	2	California Achievement Test (CAT)	0.0%		
	3	Iowa Tests of Educational Development	0.0%		
	4	Other	9.4%		
				No information	29.5%
				Not applicable	3.2%
38		Based on the results of this testing, if any, how would you judge the youth's reading, vocabulary, and/or verbal achievement?			
	1	Above expected grade level	5.3%		
	2	At expected grade level	10.5%		
	3	One grade below expected grade level	0.0%		
	4	Two grades below expected grade level	10.5%		
	5	Three or more grades below expected grade level	73.7%		
				Insufficient information	75.8%
				Not applicable	4.2%
39		Based on the results of the testing, if any, how would you judge the youth's arithmetic achievement?			
	1	Above expected grade level	6.7%		
	2	At expected grade level	20.0%		
	3	One grade below expected grade level	0.0%		
	4	Two grades below expected grade level	6.7%		
	5	Three or more grades below expected grade level	66.7%		
				Insufficient information	78.9%
				Not applicable	5.3%

Columns

40 What is the nature of the youth's educational program since his return to public school?

1	College preparatory	1.7%
2	General compensatory education	76.7%
3	Vocational education	6.7%
4	Remedial and/or special programs (e.g., EMR)	15.0%

No information	31.6%
Not applicable	5.3%

41 In general, how would you characterize the youth's attendance record since his return to public school?

1	Good	7.0%
2	Average	8.8%
3	Poor	84.2%

No information	34.7%
Not applicable	5.3%

42 In general, how would you characterize the youth's academic status (e.g., in arithmetic, history, etc.) since his return to public school?

1	Very good (e.g., A)	0.0%
2	Good (B)	7.4%
3	Satisfactory (C)	22.2%
4	Unsatisfactory (D)	24.1%
5	Failing (F)	46.3%

Insufficient information	37.9%
Not applicable	5.3%

43 In general, how would you characterize the youth's achievement in vocational education (e.g., auto shop, metal shop) since his return to public school?

1	Very good (e.g., A)	9.5%
2	Good (B)	14.3%
3	Satisfactory (C)	9.5%
4	Unsatisfactory (D)	23.8%
5	Failing (F)	42.9%

Insufficient information	34.7%
Not applicable	43.2%

Columns

44 On the basis of public school files, how would you judge the youth's social adjustment since his return to public school?

1	Excellent (e.g., mostly "E" in social skills)	1.8%
2	Good (e.g., some "E" and some "S")	8.9%
3	Satisfactory (mostly "S")	16.1%
4	Poor (some "S" and some "U")	26.8%
5	Unsatisfactory (mostly "U")	46.4%

Insufficient information	35.8%
Not applicable	5.3%

SUMMARY OF FINDINGS – FILE REVIEW

Section 5
Females – Public School File Review

Columns			
4	Population description		
	1	recidivists	0.0%
	2	nonrecidivist	0.0%
	3	released youth (within last 24 months)	100.0%
5-6	Special School youth was released from		
	01	Afflerbaugh	0.0%
	02	David Gonzales	0.0%
	03	Vernon Kilpatrick	0.0%
	04	Las Palmas	100.0%
	05	Joseph Scott	0.0%
	06	Kenyon Scudder	0.0%
	07	Fred Miller	0.0%
	08	Glen Rockey	0.0%
	09	Fenner Canyon	0.0%
	10	Paige	0.0%
7	Sex of youth		
	1	Male	0.0%
	2	Female	100.0%
8	Age of youth as of most recent Special Schools Placement		
	1	6 to 8 years	0.0%
	2	9 to 12 years	0.0%
	3	13 to 15 years	73.3%
	4	16 to 18 years	26.7%
	5	over 18 years	0.0%
9	Age of youth as of date that file is reviewed		
	1	6 to 8 years	0.0%
	2	9 to 12 years	0.0%
	3	13 to 15 years	0.0%
	4	16 to 18 years	73.3%
	5	over 18 years	26.7%

Columns

10	Race of youth				
	1	Caucasian	57.1%		
	2	Negro	28.6%		
	3	Mexican-American	7.1%		
	4	Oriental	7.1%		
	5	Indian, Hawaiian	0.0%		
				No information	6.7%
25	What was the nature of the most valid intelligence data for youth prior to or during his most recent Special Schools placement?				
	1	WISC (Wechsler Intelligence Scales for Children)	0.0%		
	2	WISA (Wechsler Intelligence Scales for Adults)	14.3%		
	3	Stanford Binet Intelligence Scale	7.1%		
	4	Peabody Picture Vocabulary Test	0.0%		
	5	Other test	78.6%		
	6	No test data available, but intelligence estimated by interviewer	0.0%		
				No information	6.7%
26	What was the youth's tested intelligence level prior to or during his most recent Special Schools placement?				
	1	Superior intelligence (above 120 IQ)	0.0%		
	2	High average (110-119)	14.3%		
	3	Average (90-109)	57.1%		
	4	Low average (80-89)	28.6%		
	5	Borderline (70-79)	0.0%		
	6	Mentally handicapped (below 70)	0.0%		
				No information	6.7%
27	What was the nature of the most valid scholastic aptitude or achievement data for youth prior to or during most recent Special Schools placement?				
	1	Wide Range Achievement Test (WRAT)	14.3%		
	2	California Achievement Test (CAT)	71.4%		
	3	Iowa Tests of Educational Development	0.0%		
	4	Other	14.3%		
				No information	6.7%

Columns

28 Based on past school transcripts and the results of scholastic achievement testing, if any, how would you judge the youth's reading, vocabulary and/or verbal achievement?

1	Above expected grade level	7.1%
2	At expected grade level	42.9%
3	One grade below expected grade level	14.3%
4	Two grades below expected grade level	21.4%
5	Three or more grades below expected grade level	14.3%

Insufficient information 6.7%

29 Based on past school transcripts and the results of scholastic achievement testing, if any, how would you judge the youth's arithmetic achievement?

1	Above expected grade level	7.1%
2	At expected grade level	35.7%
3	One grade below expected grade level	28.6%
4	Two grades below expected grade level	7.1%
5	Three or more grades below expected grade level	21.4%

Insufficient information 6.7%

30 Based on past school transcripts, how would you judge the youth's school attendance prior to most recent Special Schools placement?

1	Good	16.7%
2	Average	0.0%
3	Poor	83.3%

Insufficient information 60.0%

31 What was the nature of the youth's educational program prior to most recent Special Schools placement?

1	College preparatory	0.0%
2	General compensatory education	100.0%
3	Vocational education	0.0%
4	Remedial and/or special programs (e.g., EMR)	0.0%

Columns

32 Did youth receive vocational training (e.g., welding, auto mechanics, landscaping, cosmetology, clothing, foods, secretarial, nursing, etc.) during most recent Special Schools placement?

1	Yes	80.0%
2	No	20.0%

33 Did youth receive basic skills or other instruction in reading, spelling and/or mathematics during most recent Special Schools placement?

1	Yes	86.7%
2	No	13.3%

34 Did youth receive a diploma or vocational certificate of completion during his most recent Special Schools placement?

1	No diploma or vocational certificate	100.0%
2	Junior High School diploma	0.0%
3	High School diploma	0.0%
4	Vocational certificate of completion	0.0%

35 In general, how would you characterize the youth's academic status (e.g., in arithmetic, reading, etc.) upon release from Special Schools?

1	Above expected grade level	10.0%
2	At expected grade level	70.0%
3	One grade below expected grade level	0.0%
4	Two grades below expected grade level	0.0%
5	Three or more grades below expected grade level	20.0%

Insufficient information 33.3%

36 In general, how would you characterize the youth's achievement in vocational education (e.g., auto shop, welding, etc.) upon release from Special Schools?

1	Very good (e.g., A, 8-10 points)	0.0%
2	Good (B. 7 points)	58.3%
3	Satisfactory (C, 4-6 points)	33.3%
4	Unsatisfactory (D, 2-3 points)	0.0%
5	Failing (F, 1 point)	8.3%

Insufficient information 6.7%
Not applicable 13.3%

Columns

37	What is the nature of the most recent, valid scholastic aptitude or achievement data for youth since release from Special Schools?				
	1	No aptitude or achievement data has been obtained since youth's return to public school	90.0%		
	2	California Achievement Test (CAT)	6.7%		
	3	Iowa Tests of Educational Development	0.0%		
	4	Other	13.3%		
38	Based on the results of this testing, if any, how would you judge the youth's reading, vocabulary, and/or verbal achievement?				
	1	Above expected grade level	0.0%		
	2	At expected grade level	66.7%		
	3	One grade below expected grade level	16.7%		
	4	Two grades below expected grade level	0.0%		
	5	Three or more grades below expected grade level	16.7%		
				Insufficient information	60.0%
39	Based on the results of the testing, if any, how would you judge the youth's arithmetic achievement?				
	1	Above expected grade level	0.0%		
	2	At expected grade level	66.7%		
	3	One grade below expected grade level	16.7%		
	4	Two grades below expected grade level	0.0%		
	5	Three or more grades below expected grade level	16.7%		
				Insufficient information	60.0%
40	What is the nature of the youth's educational program since his return to public school?				
	1	College preparatory	7.1%		
	2	General compensatory education	92.9%		
	3	Vocational education	0.0%		
	4	Remedial and/or special programs (e.g., EMR)	0.0%		
				Not applicable	6.7%

Columns

41 In general, how would you characterize the youth's attendance record since his return to public school?

1	Good	15.4%		
2	Average	15.4%		
3	Poor	69.2%		
			No information	13.3%

42 In general, how would you characterize the youth's academic status (e.g., in arithmetic, history, etc.) since his return to public school?

1	Very good (e.g., A)	0.0%		
2	Good (B)	13.3%		
3	Satisfactory (C)	13.3%		
4	Unsatisfactory (D)	13.3%		
5	Failing (F)	60.0%		

43 In general, how would you characterize the youth's achievement in vocational education (e.g., auto shop, metal shop) since his return to public school?

1	Very good (e.g., A)	12.5%		
2	Good (B)	0.0%		
3	Satisfactory (C)	12.5%		
4	Unsatisfactory (D)	12.5%		
5	Failing (F)	62.5%		
			Insufficient information	6.7%
			Not applicable	40.0%

44 On the basis of public school files, how would you judge the youth's social adjustment since his return to public school?

1	Excellent (e.g., mostly "E" in social skills)	7.1%		
2	Good (e.g., some "E" and some "S")	14.3%		
3	Satisfactory (mostly "S")	14.3%		
4	Poor (some "S" and some "U")	28.6%		
5	Unsatisfactory (mostly "U")	35.7%		
			Insufficient information	6.7%

APPENDIX Q

SUMMARY OF FINDINGS – STUDENT INTERVIEWS

Section 1	Students in Camp	
Section 2	Released Students:	Male Recidivists in Public School
Section 3	Released Students:	Male Nonrecidivists in Public School
Section 4	Released Students:	Public School Male Dropouts
Section 5	Released Students:	Males Who Never Returned to Public School
Section 6	Released Students:	All Females

Note: Appendix Q contains summarized data for all student interviews. The responses to questions which did not provide useful information, questions to which the majority of students did not respond and questions which were not applicable to all respondents are not shown.

SUMMARY OF FINDINGS – STUDENT INTERVIEWS

Section 1
Students in Camps – Males and Females

A. STUDENT PROFILE

1. Age:

18 years	10%
17 years	26%
16 years	28%
15 years	31%
Less than 15 years	5%

Sex:

Male	87%
Female	13%

2. To which ethnic group do you belong?

White	36%
Black	31%
Mexican-American	33%
Oriental	0%
Other	0%

B. PROGRAM EFFECTIVENESS

2. Who decided what classes you attended?

School staff member(s) alone	79%
Student alone	8%
Joint student - staff decision	10%
Don't know	3%

(a) How did he decide?

Randomly	8%
By tests	22%
By files and records	11%
Student's needs, interests	36%
Don't know	20%
To make classes equal	3%

(b) Were you consulted about your school program?

Yes	50%
No	50%

3. Looking back on your camp experience, which of the following conditions would you have preferred?

(a) To be assigned to work programs all day without having to attend class.	7%
(b) To attend class all day without having to work.	20%
(c) To both work part-time and attend school part-time.	64%
(d) To remain in camp without working and without having to attend class.	9%

5. Do you think the school classes you attended at the camp school were of any value to you?

Yes	86%
No	9%
Don't know	5%

6. Which of the school classes you attended at the camp school were *most* useful to you?

Math	23%
History	17%
Shops/crafts	15%
Reading	10%
English	8%
Job orientation and training	8%
Physical education	4%
Driver's education	4%
Other miscellaneous	11%

Why?

Important to get job	31%
Really *learned* subject	17%
Subject in which student needed improvement	14%
Liked subject, did well	11%
Good teacher	8%
Practical subject	8%
Interesting class, actually *did* something	8%
Class required for regular school	3%

7. Which of the school classes you attended at the camp school were *least* useful to you?

Science	20%
History	20%
English	17%
Shops/crafts	10%
Math	10%
History	8%
Other	15%

Why?

Boring, irrelevant subject	66%
Don't like subject	13%
Bad teacher	12%
Subject too difficult	6%
Other	3%

No response - 18%

8. Do you feel that your teachers in camp schools knew how to teach?

Most did	64%
Some didn't	33%
None did	3%

9. Do you feel that your teachers came to class well prepared to teach your class?

Yes	63%
No	37%

10. What kinds of teachers did you like most?

Kind student can respect and relate to	33%
Knows subject and explains clearly	29%
Helpful and caring of individual	20%
Make student work	10%
Make class interesting	8%

12. What work experience, at the camp, did you find *most* useful?

Outdoor work	31%
K.P.	17%
None	16%
General maintenance	11%
Office work	8%
Laundry	6%
Other miscellaneous	11%

14. Would you have liked to use your free time differently?

Yes	62%
No	38%

If yes, how?

More time outside camp	21%
More time for sports and recreation	29%
Radio/television	12%
Other miscellaneous	38%

15. What school activity or class would you have liked to have, but was not available to you?

None	25%
Miscellaneous additional classes (e.g., psychology, Black Culture, etc.)	25%
Health and sex education	7%
Shop/crafts	25%
Miscellaneous sports and recreational activities	13%
Art	5%

No response - 10.3%

C. SELF-APPRAISAL

1. Do you think school (education of any kind) is necessary for you to be a success in life?

Yes	95%
No	5%

Why? (if yes)

Important to get job, earn money	80%
Important to cope with life	12%
To be knowledgeable	5%
Other	3%

Why not?

Can learn on own	50%
"Can't get along in school"	50%

2. What would you like to be doing?

(a) One year from now

Working	42%
School	16%
School – part-time work	12%
College	10%
Be on own	6%
In armed services	4%
Have money	4%
Loafing	4%
Don't know	2%

(b) Five years from now

Working/making money	50%
Obtaining education	35%
Social-oriented activities	15%

(c) When you're 40

Working	29%
Retired	27%
Married	23%
Children	14%
Dead	7%

3. What kind of work do you think you would be good at?

Semiskilled work or trade	62%
Selected profession (requires college)	29%
Unskilled labor	9%

5. Do you need any more education or school to get the kind of job you would like?

Yes	84%
No	11%
Don't know	5%

What kind?

Completion of high school	26%
Trade or vocational training	23%
College	34%
On-the-job training	8%
Don't know	9%

6. Do you think you were treated fairly by:

	Yes	No
(a) School teachers at camp	91%	9%
(b) School teachers at regular schools	57%	43%
(c) Probation officers	57%	43%
(d) Juvenile Court	49%	51%

7. Do you think that they understood your problems?

	Yes	No
(a) School teachers at camp	52%	48%
(b) School teachers at regular schools	42%	58%
(c) Probation officers	57%	43%
(d) Juvenile Court	26%	74%

8. How would you rate your ability to get along with:

	Excellent	Good	Fair	Poor
Other girls/boys in camp	14%	38%	43%	5%
Other girls/boys in regular school	19%	44%	23%	14%
Teachers in public school	4%	28%	42%	26%
Probation officers	5%	38%	29%	28%

13. Do you think you should have been assigned to a detention camp?

Yes	49%
No	51%

Why (if yes)?

Was guilty, in trouble	35%
Needed help and guidance of camp to keep out of trouble	60%
Other	5%

Why not (if no)?

Offense(s) not serious	27%
Would be better off "outside"	23%
Innocent	18%
Other miscellaneous	32%

15. Do you think there is any possibility that you will ever be put in another detention facility?

Yes	14%
Maybe/probably	14%
No	72%

SUMMARY OF FINDINGS – STUDENT INTERVIEWS

Section 2
Released Students – Male Recidivists in Public School

A. STUDENT PROFILE

1. Age:

18 years	15%
17 years	24%
16 years	41%
15 years	10%
Less than 15 years	10%
Sex: Male	100%

2. To which ethnic group do you belong?

White	27%
Black	37%
Mexican-American	27%
Oriental	0%
Other	10%

B. PROGRAM EFFECTIVENESS

2. Who decided what classes you attended?

Student alone	7%
School staff member alone	82%
Joint student-staff decision	4%
Don't know	7%

(a) How did he decide?

By test results	23%
By files and records	15%
Student	15%
By class space available	8%
Don't know	30%
Other miscellaneous	9%

(b) Were you consulted about your school program?

Yes	28%
No	72%

3. Looking back on your camp experience, which of the following conditions would you have preferred?

(a) To be assigned to work programs all day without having to attend class.	43%
(b) To attend class all day without having to work.	7%
(c) To both work part-time and attend school part-time.	50%
(d) To remain in camp without working and without having to attend class.	0%

5. Do you think the school classes you attended at the camp school were of any value to you?

Yes	41%
No	55%
Don't know	4%

6. Which of the school classes you attended at the camp school were *most* useful to you?

Math	22%
Reading	17%
Vocational or "craft"	17%
English	12%
Science	5%
History	5%
None of them	18%
Other	4%

Why?

Learned a lot	48%
Fulfilled student's need	22%
Liked teacher	9%
Other miscellaneous	21%

7. Which of the school classes you attended at the camp school were *least* useful to you?

Science	19%
Math	15%
History	15%
All useless	15%
English	7%
Shop/craft classes	7%
Free period	7%
None useless	7%
Other miscellaneous	8%

Why?

Ineffective and unhelpful teacher	25%
Didn't learn anything	17%
Boring class	17%
Didn't like subject	8%
Subject irrelevant	8%
Other miscellaneous	25%

8. Do you feel that your teachers in camp schools knew how to teach?

Most did	52%
Some didn't	41%
None did	7%

9. Do you feel that your teachers came to class well prepared to teach your class?

Yes	54%
No	46%

10. What kinds of teachers did you like most?

Helpful, explains clearly	46%
Interested in student as individual	10%
Able to "relate" to students	10%
Make students work	7%
Those who "cope," don't use force	7%
Other	20%

12. What work experience, at the camp, did you find *most* useful?

Outdoor work	40%
"K.P."	20%
General maintenance	15%
"Dormwork"	10%
Other miscellaneous	15%

14. Would you have liked to use your free time differently?

Yes	31%
No	69%

If yes, how?

More sports/outdoor activities	33%
More television	33%
More time with other kids	12%
Other miscellaneous	22%

15. What school activity or class would you have liked to have, but was not available to you?

Nothing	35%
Auto mechanics	21%
Driver training	17%
Other miscellaneous	27%

C. SELF-APPRAISAL

1. Do you think school (education of any kind) is necessary for you to be a success in life?

Yes	86%
No	14%

Why? (if yes)

Necessary to get good job	59%
Prepares you to cope with life	32%
To increase knowledge	9%

Why not? (if no)

Don't need it to get job	50%
Can cope/succeed in life without education	50%

2. What would you like to be doing?

(a) One year from now

Work full time	41%
School and work part-time	21%
School full time	17%
Don't know	11%
In armed forces	7%
Other	3%

(b) Five years from now

Work full time	57%
Family, own home	20%
Don't know	10%
Armed forces	7%
Travel	3%
Be in college	3%

(c) When you're 40

Work full time	38%
Be retired	16%
Have own home/family	19%
"Be happy"	6%
Don't know	21%

3. What kind of work do you think you would be good at?

Semiskilled labor or trade	61%
Selected profession (requires college)	21%
Unskilled labor	7%
Career armed forces	4%
Don't know	7%

5. Do you need any more education or school to get the kind of job you would like?

Yes	77%
No	23%

What kind? (if yes)

Trade school	42%
College	29%
Other	29%

6. Do you think you were treated fairly by:

	Yes	No
(a) School teachers at camp	85%	15%
(b) School teachers at regular schools	68%	32%
(c) Probation officers	90%	10%
(d) Juvenile Court	41%	59%

7. Do you think that they understood your problems?

	Yes	No
(a) School teachers at camp	32%	68%
(b) School teachers at regular schools	30%	70%
(c) Probation officers	65%	35%
(d) Juvenile Court	25%	75%

8. How would you rate your ability to get along with:

	Excellent	Good	Fair	Poor
Other girls/boys in camp	17%	45%	31%	7%
Other girls/boys in regular school	24%	62%	14%	0%
Teachers in public school	7%	48%	31%	14%
Probation officers	28%	55%	17%	0%

13. Do you think you should have been assigned to a detention camp?

Yes	54%
No	46%

Why? (if yes)

Was guilty, in trouble	60%
Needed it "for own good"	40%

Why not? (if no)

Offense(s) not serious enough	38%
Camp didn't help	23%
Innocent	15%
Bad environment at camp	9%
Other miscellaneous	15%

15. Do you think there is any possibility that you will ever be put in another detention facility?

Yes	19%
No	81%

D. ACTIVITIES AFTER RELEASE

1. Did you find it difficult to return to public school after your release from camp?

Yes	45%
No	55%

Why? (if yes)

Regular school more difficult	23%
Return delayed by "red tape"	15%
Felt a stranger/misunderstood	15%
Other miscellaneous	47%

Why not? (if no)

Happy to return, prefer regular school	40%
Knew lots of people	30%
Other	30%

2. Did your classes at camp school help you when you returned to public school? (Specify subjects which helped, which did not.)

Helpful

Math	27%
Reading	18%
English	15%
Other miscellaneous	15%
No classes helped	25%

Not helpful

Math	18%
Science	14%
History	8%
Other miscellaneous	20%
All (i.e., no classes helped)	40%

3. Did the public school principal/dean/teachers try to make your return to school easy?

Yes	43%
No	57%

4. What could have been done to make your return easier?

Nothing	44%
Regular school should have been better informed regarding student's background and needs	20%
Don't know	12%
Better camp schools	8%
Other miscellaneous	16%

SUMMARY OF FINDINGS – STUDENT INTERVIEWS

Section 3
Male Non-Recidivists in Public School

A. STUDENT PROFILE

1. Age:

18 years	6%
17 years	24%
16 years	30%
15 years	34%
Less than 15 years	6%

Sex: Male	100%

2. To which ethnic group do you belong?

White	24%
Black	39%
Mexican-American	37%

B. PROGRAM EFFECTIVENESS

2. Who decided what classes you attended?

School staff member(s) alone	73%
Student alone	12%
Joint student-staff decision	9%
Don't know	6%

(a) How did he decide?

By test results	31%
Student's need	22%
Joint consultation	10%
From files and records	6%
Don't know	31%

(b) Were you consulted about your school program?

Yes	59%
No	41%

3. Looking back on your camp experience, which of the following conditions would you have preferred?

(a) To be assigned to work programs all day without having to attend class.	9%
(b) To attend class all day without having to work.	15%
(c) To both work part-time and attend school part-time.	73%
(d) To remain in camp without working and without having to attend class.	3%

5. Do you think the school classes you attended at the camp school were of any value to you?

Yes	67%
No	33%
Don't know	0%

6. Which of the school classes you attended at the camp school were *most* useful to you?

Math	22%
History	22%
Reading	18%
Shop/crafts	18%
English	8%
Driver training	6%
No classes useful	2%
Other miscellaneous	4%

Why?

Learned about subject	46%
Good and helpful teacher	17%
Enjoyed subject	17%
Subject important for job/self	17%
Other	3%

7. Which of the school classes you attended at the camp school were *least* useful to you?

Math	22%
Shop classes	17%
History	14%
English	14%
Science	12%
None (i.e., all useful)	7%
Other miscellaneous	14%

Why?

Teacher ineffective, uncaring	24%
Boring subject	15%
Didn't learn or do much	15%
Subject irrelevant, useless	15%
Class too easy	12%
Teacher unable to relate to/cope with class	9%
Didn't like subject	6%
Other	4%

8. Do you feel that your teachers in camp schools knew how to teach?

Most did	67%
Some didn't	30%
None did	3%

9. Do you feel that your teachers came to class well prepared to teach your class?

Yes	75%
No	25%

10. What kinds of teachers did you like most?

Interested in/willing to help students	34%
Teacher who could relate to students	28%
Interesting and effective teacher	21%
Teacher who made student work	7%
Other miscellaneous	10%

12. What work experience, at the camp, did you find *most* useful?

None	29%
"K.P."	29%
Outdoor work	23%
General maintenance	11%
Auto mechanics	6%
Other	2%

14. Would you have liked to use your free time differently?

Yes	45%
No	55%

If yes, how?

More sports, outdoor activities	23%
More television	18%
"Let guys smoke"	12%
More rest time	12%
More time with friends	11%
Arts and crafts	6%
Read	6%
Other	11%

15. What school activity or class would you have liked to have, but was not available to you?

None	38%
Shop/arts and crafts	26%
Sports	6%
Science	6%
Outdoor work	6%
Other miscellaneous	18%

C. SELF-APPRAISAL

1. Do you think school (education of any kind) is necessary for you to be a success in life?

Yes	91%
No	9%

Why?

Need education to get job	70%
To cope with/succeed in life	17%
To be knowledgeable	13%

Why not?

Education not necessary to "get by" in life	67%
Not necessary to get job	33%

2. What would you like to be doing?

(a) One year from now

Work full time	40%
School and part-time work	24%
School full time	12%
Have completed education	6%
In armed forces	6%
Other miscellaneous	12%

(b) Five years from now

Work full time	43%
School full time	13%
Have own home	13%
Married/family	18%
Other miscellaneous	13%

(c) When you're 40

Work full time	33%
Don't know	25%
Be successful, happy	20%
Married/family/home	17%
Other miscellaneous	5%

3. What kind of work do you think you would be good at?

Semiskilled labor or trade	63%
Selected professions (requires college)	23%
Unskilled labor	6%
Don't know	8%

5. Do you need any more education or school to get the kind of job you would like?

Yes	93%
No	7%

What kind? (if yes)

College	26%
Trade school	23%
On-the-job training	10%
Don't know	2%
Other miscellaneous	39%

6. Do you think you were treated fairly by:

	Yes	No
(a) School teachers at camp	84%	16%
(b) School teachers at regular schools	74%	26%
(c) Probation officers	94%	6%
(d) Juvenile Court	45%	55%

7. Do you think that they understood your problems?

	Yes	No
(a) School teachers at camp	42%	58%
(b) School teachers at regular schools	39%	61%
(c) Probation officers	90%	10%
(d) Juvenile Court	26%	74%

8. How would you rate your ability to get along with:

	Excellent	Good	Fair	Poor
Other girls/boys in camp	15%	41%	41%	3%
Other girls/boys in regular school	24%	67%	9%	0%
Teachers in public school	9%	44%	28%	19%
Probation officers	12%	70%	15%	3%

13. Do you think you should have been assigned to a detention camp?

Yes	50%
No	50%

Why? (if yes)

Guilty, in trouble	70%
Camp helped	18%
For own good	6%
Other	6%

Why not? (if no)

Innocent	43%
Offense(s) not serious	29%
Camp didn't help	14%
Other miscellaneous	14%

15. Do you think there is any possibility that you will ever be put in another detention facility?

Yes	12%
No	76%
Maybe	6%
Don't know	6%

D. ACTIVITIES AFTER RELEASE

1. Did you find it difficult to return to public school after your release from camp?

Yes	24%
No	76%

Why? (if yes)

Readmission delayed	30%
Not used to regular school	28%
No friends, didn't "fit in"	14%
Don't like school	14%
Other	14%

Why not? (if no)

Kept up with school work while in camp	27%
Knew lots of friends at regular school	27%
Happy to go back	6%
Regular school is "better"	7%
Staff helped	6%
Other miscellaneous	27%

2. Did your classes at camp school help you when you returned to public school? (Specify subjects which helped, which did not.)

Helpful

History	19%
Math	14%
English	14%
Reading	11%
All classes helped	8%
No classes helped	8%
Shop/crafts	8%
Accredited courses	6%
Science	6%
Other	6%

Not helpful

Math	21%
English	12%
None (i.e., all helped)	12%
All (i.e., none helped)	12%
Driver training	6%
Shop/crafts	6%
Science	6%
History	9%
Other	16%

3. Did the public school principal/dean/teachers try to make your return to school easy?

Yes	52%
No	48%

4. What could have been done to make your return easier?

Nothing	54%
Don't know	11%
Avoid readmission delays	7%
School staff consult with student, be better informed as to background and needs	6%
Other miscellaneous	22%

SUMMARY OF FINDINGS – STUDENT INTERVIEWS

Section 4
Released Students – Public School Male Dropouts

A. STUDENT PROFILE

1. Age:

18 years	17%
17 years	49%
16 years	23%
15 years	11%
Sex: Male	100%

2. To which ethnic group do you belong?

White	17%
Black	40%
Mexican-American	37%
Oriental	3%
Other	3%

B. PROGRAM EFFECTIVENESS

2. Who decided what classes you attended?

School staff member alone	82%
Student alone	15%
Joint student-staff decision	3%

(a) How did he decide?

By test results	50%
Arbitrarily/randomly	13%
Availability of classroom space	13%
Don't know	9%
Student need	6%
Joint-consultation	6%
By files and records	3%

(b) Were you consulted about your school program?

Yes	47%
No	53%

3. Looking back on your camp experience, which of the following conditions would you have preferred?

(a) To be assigned to work programs all day without having to attend class.	26%
(b) To attend class all day without having to work.	20%
(c) To both work part-time and attend school part-time.	49%
(d) To remain in camp without working and without having to attend class.	5%

5. Do you think the school classes you attended at the camp school were of any value to you?

Yes	46%
No	51%
Don't know	3%

6. Which of the school classes you attended at the camp school were *most* useful to you?

Math	24%
Reading	15%
Shop/crafts	13%
History	11%
English	9%
Basic skills	5%
Science	4%
Driver training	4%
No classes helped	15%

Why?

Learned most/improved skills	52%
Enjoyed/good at subject	22%
Subject important "in life"	11%
Good teacher	7%
Important for job	4%
Don't know	4%

7. Which of the school classes you attended at the camp school were *least* useful to you?

None (i.e., all helpful)	19%
English	16%
Shop/crafts	16%
All (i.e., none helpful)	12%
Math	9%
Science	9%
History	9%
Driver training	6%
Don't know	4%

Why?

Boring/waste of time	31%
Didn't learn anything	23%
Ineffective teacher	17%
Disliked subject	17%
Other miscellaneous	12%

8. Do you feel that your teachers in camp schools knew how to teach?

Most did	37%
Some didn't	40%
None did	23%

9. Do you feel that your teachers came to class well prepared to teach your class?

Yes	44%
No	56%

10. What kinds of teachers did you like most?

Effective teacher who explained clearly	29%
Helpful and sympathetic to individual student	21%
Teacher who could relate to students	17%
None	15%
Enthusiastic attitude toward subject	9%
Made student work	9%

12. What work experience, at the camp, did you find *most* useful?

Outdoor work	32%
None	26%
General maintenance	17%
"K.P."	13%
Auto mechanics	6%
Other	6%

14. Would you have liked to use your free time differently?

Yes	50%
No	50%

If yes, how?

More rest time	22%
More outdoor/sports activities	17%
Talk to and see friends	11%
Other miscellaneous	50%

15. What school activity or class would you have liked to have, but was not available to you?

None	36%
Auto shop repair	14%
Driver training	11%
Physical education	8%
Shop/crafts	8%
Music	6%
Other miscellaneous	17%

C. SELF-APPRAISAL

1. Do you think school (education of any kind) is necessary for you to be a success in life?

Yes	82%
No	18%

Why? (if yes)

Necessary to get job	73%
To learn/be knowledgeable	12%
"To be somebody"/succeed in life	11%
Other	4%

Why not? (if no)

Can learn on own	33%
Not necessary to get job	17%
Can "get by" without it	17%
Other	33%

2. What would you like to be doing?

(a) One year from now

Work full time	71%
Don't know	5%
Keep out of trouble	5%
School full time	5%
School and work part-time	3%
Married/settled down	3%
Other	8%

(b) Five years from now

Work full time	60%
Home/married/family	16%
Don't know	8%
Other	17%

(c) When you're 40

Work full time	33%
Retired	23%
Don't know	21%
Family/home	18%
Other	5%

3. What kind of work do you think you would be good at?

Semiskilled labor or trade	57%
Selected profession (requiring college)	14%
Unskilled labor	6%
Don't know	6%
Nothing	6%
Other	11%

5. Do you need any more education or school to get the kind of job you would like?

Yes	73%
No	18%
Don't know	9%

What kind? (if yes)

Trade school	39%
College	18%
Completion of high school	14%
On the job training	11%
Other	11%
Don't know	7%

6. Do you think you were treated fairly by:

		Yes	No
(a)	School teachers at camp	72%	28%
(b)	School teachers at regular schools	69%	31%
(c)	Probation officers	72%	28%
(d)	Juvenile Court	49%	51%

7. Do you think that they understood your problems?

		Yes	No
(a)	School teachers at camp	32%	68%
(b)	School teachers at regular schools	37%	63%
(c)	Probation officers	62%	38%
(d)	Juvenile Court	31%	69%

8. How would you rate your ability to get along with:

	Excellent	Good	Fair	Poor
Other girls/boys in camp	14%	66%	20%	0%
Other girls/boys in regular school	20%	54%	23%	3%
Teachers in public school	6%	43%	31%	20%
Probation officers	9%	54%	26%	11%

13. Do you think you should have been assigned to a detention camp?

Yes	37%
No	63%

Why? (if yes)

Guilty	83%
Camp has helped	9%
Other	8%

Why not? (if not)

Offense(s) not serious	33%
Innocent	19%
Camp didn't help	19%
Unfair trial	5%
Other	24%

15. Do you think there is any possibility that you will ever be put in another detention facility?

Yes	20%
No	69%
Maybe	8%
Probably	3%

D. ACTIVITIES AFTER RELEASE

1. Did you find it difficult to return to public school after your release from camp?

Yes	53%
No	47%

Why? (if yes)

School staff/other students don't accept him	23%
Didn't want to go back	23%
Regular school different/no longer used to it	18%
No friends	12%
Fell behind in school work while in camp	12%
Other	12%

Why not? (if no)

School staff helped	52%
Had lots of friends at regular school	48%

2. Did your classes at camp school help you when you returned to public school? (Specify subjects which helped, which did not.)

Helpful

None (i.e., no classes helped)	55%
Reading	14%
Math	9%
English	9%
All	9%
Other	4%

Not helpful

All (i.e., no classes helped)	73%
None (i.e., all classes helped)	11%
Shop/crafts	11%
English	5%

3. Did the public school principal/dean/teachers try to make your return to school easy?

Yes	43%
No	57%

4. What could have been done to make your return easier?

Nothing	38%
Improve camp schools	19%
More help from officials at reentry	19%
Other	24%

7. Do you have any plans to go back to school?

Yes	64%
No	36%

8. Will you attend any kind of educational or training program?

Yes	70%
No	27%
Maybe	3%

9. Are you currently employed? (if no, skip to question 13)

Yes	28%
No	72%

If yes, what is your job?

Semiskilled labor or trade	50%
Unskilled labor, odd jobs	50%

12. Is this the type of job you would like to make a career of?

Yes	12%
No	88%

If no, what kind of job would you like?

Don't know	29%
Trained mechanic	29%
Artist	14%
Beautician	14%
Career armed forces	14%

13. Since you are not working, do you want a job?

Yes	100%
No	0%

If yes, what kind of job?

Anything	55%
Semiskilled trade	32%
Unskilled labor	9%
Don't know	4%

16. Why did you drop out of school?

Don't like school	19%
Unsafe (other delinquents in school make it "unbearable"	19%
Was kicked out	18%
School a hassle, waste of time	12%
Want to work, earn money	16%
Bad teachers	6%
To be with friends	6%

SUMMARY OF FINDINGS – STUDENT INTERVIEWS

Section 5
Released Students – Males Who Never Returned to Public School

A. STUDENT PROFILE

1. Age:

More than 18 years	6%
18 years	31%
17 years	34%
16 years	9%
15 years	14%
Less than 15 years	6%

Sex: Male	100%

2. To which ethnic group do you belong?

White	11%
Black	20%
Mexican-American	60%
Oriental	0%
Other	9%

B. PROGRAM EFFECTIVENESS

2. Who decided what classes you attended?

School staff member(s) alone	54%
Student alone	29%
Joint student-staff decision	14%
Don't know	3%

(a) How did he decide?

By test results	28%
Student's needs	19%
Don't know	16%
Availability of classes	16%
By files and records	9%
Arbitrarily	6%
Joint consultation	6%

(b) Were you consulted about your school program?

Yes	60%
No	40%

3. Looking back on your camp experience, which of the following conditions would you have preferred?

(a)	To be assigned to work programs all day without having to attend class.	25%
(b)	To attend class all day without having to work.	3%
(c)	To both work part-time and attend school part-time.	72%
(d)	To remain in camp without working and without having to attend class.	0%

5. Do you think the school classes you attended at the camp school were of any value to you?

Yes	60%
No	34%
Don't know	6%

6. Which of the school classes you attended at the camp school were *most* useful to you?

Math	35%
Reading	24%
Shop/crafts	16%
English	5%
Drafting	5%
None	3%
Other miscellaneous	12%

Why?

Learned subject, improved	50%
Enjoyed subject	25%
Good teacher	9%
Subject important "in life"/practical	10%
Subject helpful in getting job	6%

7. Which of the school classes you attended at the camp school were *least* useful to you?

English	26%
History	20%
None (i.e., all helpful)	20%
Reading	9%
Math	9%
Shop/crafts	6%
"All except reading"	6%
Other	4%

Why?

Boring, didn't do anything in class	36%
Don't enjoy, understand subject	16%
Didn't really learn subject	8%
Teacher didn't teach, help students	12%
Other	28%

8. Do you feel that your teachers in camp schools knew how to teach?

Most did	51%
Some didn't	43%
None did	6%

9. Do you feel that your teachers came to class well prepared to teach your class?

Yes	73%
No	27%

10. What kinds of teachers did you like most?

Helpful, attentive	34%
Knew subject and how to teach it	21%
Cared about, could relate to students	29%
Teachers who made you work	8%
Made class interesting	5%
Other	3%

12. What work experience, at the camp, did you find *most* useful?

Outdoor work	31%
None	26%
General maintenance	17%
"K.P."	14%
Other	12%

14. Would you have liked to use your free time differently?

Yes	40%
No	60%

If yes, how?

More time on own outside camp	20%
More free time	13%
More sports activities	13%
More television	13%
More time to study, learn a trade	13%
Other	28%

15. What school activity or class would you have liked to have, but was not available to you?

Auto mechanics, other "shop" classes	34%
None	29%
Art	9%
Driver training	6%
Other miscellaneous	22%

C. SELF-APPRAISAL

1. Do you think school (education of any kind) is necessary for you to be a success in life?

Yes	69%
No	26%
Don't know	5%

Why?

To get a job	46%
To succeed in life	42%
To learn	8%
Other	4%

Why not?

Can get job without school	33%
Can succeed in life without school	22%
Other	45%

2. What would you like to be doing?

(a) One year from now

Work full time	69%
Don't know	10%
School and work part-time	6%
In armed forces	6%
Travel	6%
School full time	3%

(b) Five years from now

Work full time	46%
Don't know	24%
Married/home/family	16%
In armed forces	11%
Other	3%

(c) When you're 40

Don't know	37%
Married/home/family	24%
Work full time	21%
Retired	18%

3. What kind of work do you think you would be good at?

Semiskilled labor or trade	51%
Unskilled labor	29%
Don't know	11%
Selected profession (requiring college)	6%
Other	3%

5. Do you need any more education or school to get the kind of job you would like?

Yes	65%
No	35%

What kind?

Trade school	29%
Finish high school	24%
On-the-job training	19%
College	10%
Other	18%

6. Do you think you were treated fairly by:

	Yes	No
(a) School teachers at camp	86%	14%
(b) School teachers at regular schools	67%	33%
(c) Probation officers	85%	15%
(d) Juvenile Court	56%	44%

7. Do you think that they understood your problems?

	Yes	No
(a) School teachers at camp	46%	54%
(b) School teachers at regular schools	11%	89%
(c) Probation officers	56%	44%
(d) Juvenile Court	21%	79%

8. How would you rate your ability to get along with:

	Excellent	Good	Fair	Poor
Other girls/boys in camp	9%	66%	25%	0%
Other girls/boys in regular school	6%	60%	26%	8%
Teachers in public school	0%	26%	57%	17%
Probation officers	3%	63%	31%	3%

13. Do you think you should have been assigned to a detention camp?

Yes	56%
No	44%

Why? (if yes)

Guilty, in trouble	86%
Camp has helped	4%
Other	10%

Why not? (if no)

Innocent	38%
Offense(s) not serious	15%
Other	47%

15. Do you think there is any possibility that you will ever be put in another detention facility?

Yes	9%
No	63%
Maybe	11%
Don't know	17%

D. ACTIVITIES AFTER RELEASE

7. Do you have any plans to go back to school?

Yes	63%
No	32%
Maybe	5%

8. Will you attend any kind of educational or training program?

Yes	58%
No	29%
Don't know	13%

9. Are you currently employed? (If no, skip to question 13)

Yes	35%
No	65%

If yes, what is your job?

Unskilled labor	73%
Semiskilled labor or trade	27%

12. Is this the type of job you would like to make a career of?

Yes	36%
No	64%

If no, what kind of job would you like?

Semiskilled labor or trade	58%
Selected profession (requires college)	14%
Unskilled labor	14%
Don't know	14%

13. Since you are not working, do you want a job?

Yes	95%
No	5%

If yes, what kind of job?

"Anything"	52%
Semiskilled labor/trade	19%
Unskilled labor	19%
Don't know	5%
Other	5%

15. What could the school system have done to make it easier for you to get the kind of job you would like?

Vocational training, guidance	49%
Nothing	33%
Don't know	10%
Other	8%

SUMMARY OF FINDINGS – STUDENT INTERVIEWS

Section 6
Released Students – All Females

A. STUDENT PROFILE

1. Age:

More than 18 years	4%
18 years	0%
17 years	36%
16 years	36%
15 years	20%
Less than 15 years	4%

Sex: Female 100%

2. To which ethnic group do you belong?

White	63%
Black	4%
Mexican-American	29%
Oriental	0%
Other	4%

No information - 4%

B. PROGRAM EFFECTIVENESS

2. Who decided what classes you attended?

Student alone	44%
School staff member(s) alone	20%
Joint student-staff decision	36%

(a) How did he decide?

Credits needed for graduation	72%
Student's interests and needed credits	16%
Student's interests	8%
Other	4%

(b) Were you consulted about your school program?

Yes	95%
No	5%

3. Looking back on your camp experience, which of the following conditions would you have preferred?

(a) To be assigned to work programs all day without having to attend class.	12%
(b) To attend class all day without having to work.	20%
(c) To both work part-time and attend school part-time.	64%
(d) To remain in camp without working and without having to attend class.	4%

5. Do you think the school classes you attended at the camp school were of any value to you?

Yes	92%
No	4%
Don't know	4%

6. Which of the school classes you attended at the camp school were *most* useful to you?

Math	23%
English	16%
Science	16%
Business skills (typing, etc.)	21%
Ballet	5%
History	5%
"Accredited classes"	5%
None	3%
Other	6%

Why?

Helpful to get job	38%
Subject most needed improvement in	24%
Enjoyed subject	19%
Learned a lot	14%
Other	5%

7. Which of the school classes you attended at the camp school were *least* useful to you?

Physical education	23%
Homemaking	23%
None (i.e., all useful)	18%
Art	13%
Ballet	7%
History	7%
English	6%
All (i.e., none useful)	3%

Why?

Subject of "no practical use"	35%
Don't enjoy subject	25%
Didn't learn anything	15%
Subject too easy	10%
Subject a waste of time	10%
Other	5%

8. Do you feel that your teachers in camp schools knew how to teach?

Most did	84%
Some didn't	16%
None did	0%

9. Do you feel that your teachers came to class well prepared to teach your class?

Yes	92%
No	8%

10. What kinds of teachers did you like most?

Friendly, trusting and "inspiring"	29%
Always in good mood	14%
Effective teacher, explain clearly	14%
Understanding but firm	11%
Helpful	11%
Concerned with individual and his problems	7%
Other	14%

12. What work experience, at the camp, did you find *most* useful?

Office work	33%
None	19%
"K.P."	14%
Cleaning cottages	14%
Other miscellaneous	20%

14. Would you have liked to use your free time differently?

Yes	36%
No	64%

If yes, how?

Field trips, time outside camp	55%
More sports and recreation	18%
Less study time	9%
Reading	9%
More discussion with staff regarding problems	9%

15. What school activity or class would you have liked to have, but was not available to you?

None	27%
Office/business skills	22%
Arts and crafts	10%
Physical education	10%
Driver training	7%
Other miscellaneous	24%

C. SELF-APPRAISAL

1. Do you think school (education of any kind) is necessary for you to be a success in life?

Yes	92%
No	8%

Why? (if yes)

To get job	57%
Only way to learn, be anything	43%

Why not? (if no)

Can get job without it	50%
Can learn outside school	50%

2. What would you like to be doing?

(a) One year from now

Work full time	22%
School and work part-time	22%
Married/family	22%
Finish school	20%
In vocational training program	7%
In college	7%

(b) Five years from now

Married/family	44%
College	22%
Working	19%
Don't know	15%

(c) When you're 40

Married/family	50%
Working	18%
Don't know	14%
Retired	10%
Other	8%

3. What kind of work do you think you would be good at?

Selected profession (requiring college)	40%
Clerical job	24%
Semiskilled work or trade	20%
Don't know	4%
Other	12%

5. Do you need any more education or school to get the kind of job you would like?

Yes	92%
No	8%

What kind?

College	50%
Vocational or trade school	27%
High school diploma	14%
Other	9%

6. Do you think you were treated fairly by:

	Yes	No	Yes & No
(a) School teachers at camp	80%	4%	16%
(b) School teachers at regular schools	48%	32%	20%
(c) Probation officers	68%	20%	12%
(d) Juvenile Court	32%	64%	4%

7. Do you think that they understood your problems?

	Yes	No	Yes & No
(a) School teachers at camp	60%	28%	12%
(b) School teachers at regular schools	20%	72%	8%
(c) Probation officers	80%	12%	8%
(d) Juvenile Court	20%	76%	4%

8. How would you rate your ability to get along with:

	Excellent	Good	Fair	Poor
Other girls/boys in camp	28%	52%	16%	4%
Other girls/boys in regular school	20%	56%	24%	0%
Teachers in public school	20%	36%	36%	8%
Probation officers	16%	56%	20%	8%

13. Do you think you should have been assigned to a detention camp?

Yes	58%
No	42%

Why? (if yes)

Camp helped in rehabilitation	79%
Was in trouble, needed help	14%
Other	7%

Why? (if no)

Innocent	50%
Offense(s) not serious	25%
Other	25%

15. Do you think there is any possibility that you will ever be put in another detention facility?

Yes	20%
No	76%
Maybe	4%

D. ACTIVITIES AFTER RELEASE

1. Did you find it difficult to return to public school after your release from camp?

Yes	58%
No	42%

Why? (if yes)

Difficult to readjust to regular school practices and environment	36%
No one understood problems	27%
Teachers didn't give individual help	18%
Other	18%

Why not? (if no)

Had kept up with school work while in camp	33%
Had many friends at regular school	33%
Other	34%

2. Did your classes at camp school help you when you returned to public school? (Specify subjects which helped, which did not.)

Helpful

Math	31%
English	17%
Science	11%
All classes	11%
Business skills	8%
History	8%
Literature	6%
Other miscellaneous	8%

Not helpful

Physical education	24%
Home economics	10%
Ballet	10%
Other miscellaneous	18%

3. Did the public school principal/dean/teachers try to make your return to school easy?

Yes	65%
No	35%

4. What could have been done to make your return easier?

Nothing	52%
More individual help from regular school staff	10%
Other miscellaneous	38%

8. Will you attend any kind of educational or training program?

Yes	45%
No	55%

No response - 56%

9. Are you currently employed? (If no, skip to question 13)

Yes	15%
No	85%

No response - 20%

If yes, what is your job?

Clerical-secretarial	33%
Unskilled labor	67%

12. Is this the type of job you would like to make a career of?

Yes	0%
No	100%

If no, what kind of job would you like?

Selected profession (requiring college)	33%
Clerical-secretarial	67%

13. Since you are not working, do you want a job?

Yes	84%
No	16%

If yes, what kind of job?

Secretarial-clerical	29%
Semiskilled labor or trade	35%
"Anything"	18%
Unskilled labor	12%
Other	6%

15. What could the school system have done to make it easier for you to get the kind of job you would like?

Nothing	50%
Offer vocational training and job placement	34%
Other	16%

16. Why did you drop out of school?

Don't like school	43%
To get job/earn money	29%
Other	28%

Not applicable - 28%

APPENDIX R

SUMMARY OF FINDINGS – SPECIAL SCHOOLS STAFF INTERVIEWS

Note: Appendix R contains data gathered from Special Schools personnel (n = 101) using the Phase I and Phase II Special Schools Staff Interview Documents (see Appendices E and F). The number preceding each question is the Phase II interview document question number. The percentages corresponding to each data entry are the percentages of responses, unless otherwise indicated. The percentages do not always total exactly 100% because of rounding-off. Not all interview document questions are presented; a small number have been eliminated because the question was ambiguous or repetitive.

SUMMARY OF FINDINGS – SPECIAL SCHOOLS STAFF INTERVIEWS

Location of interview

Afflerbaugh	13.3%
Scott	10.0%
Miller	10.0%
Las Palmas	8.9%
Rockey	8.9%
Scudder	8.9%
Paige	6.7%
Kilpatrick	6.7%
Fenner	6.7%
Gonzales	4.4%
Other locations	15.6%

A. STAFF DATA

1. How long have you been in the education field?

Under 2 years	1.1%
2- 5 years	14.4%
6- 9 years	17.8%
10-13 years	16.7%
14-17 years	21.1%
18-21 years	5.6%
Over 21 years	23.3%

2. How long have you been involved with education for youth in detention facilities?

Under 2 years	18.9%
2- 5 years	16.7%
6- 9 years	24.4%
10-13 years	20.0%
14-17 years	11.1%
18-21 years	4.4%
Over 21 years	4.4%

In this camp?

Under 1 year	40.4%
2 years	17.0%
3 years	8.5%
4 years	2.1%
5 years	2.1%
Over 5 years	29.8%

No response - 47.8%

3. Did you have any special training which relates directly to dealing with educational programs for disturbed or emotionally unstable youth before you accepted your current job?

No	48.9%
Yes	51.1%

If yes (% of respondents)

College course	52.4%
Experience on previous job	52.4%
Experience with volunteer groups	9.5%
Other	22.7%

4. What, if any, special training have you had since accepting your current position?

None	34.8%
Yes (have had training)	65.2%

If yes (% of respondents)

Institutes	60.6%
Seminars (in-house) In-service training (orientation, etc.)	42.4%
University-level courses	81.8%
Volunteer/community service	9.1%

5. In which age group do you fall?

Under 30	7.8%
30-40	32.2%
40-50	43.3%
Over 50	16.7%

6. To which ethnic group do you belong?

White	78.7%
Black	15.7%
Mexican-American	4.5%
Oriental	0.0%
American Indian	1.1%

7. What is your educational background?

B.A. or B.S.	93.9%
M.A. or M.S.	1.2%
Ph.D or Ed.D	0.0%
Other	4.9%

No response - 8.9%

If B.A. or B.S., major study?

History/social studies	23.8%
Education	11.9%
Psychology/sociology	9.5%
Industrial arts	9.5%
Physical education	9.5%
Science	9.5%
Other	21.5%

If M.A. or M.S., major study?

Administration	40.9%
Educational psychology	31.8%
Guidance	9.1%
Other	18.4%

B. ROLES, RESPONSIBILITIES, MOTIVATION

1. What is your current position/title?

Instructional	68.9%
Administrative	15.6%
Classified	6.7%
Other	8.9%

2. During a typical day, what kinds of professional activities are you engaged in and how much time do you spend on each activity?

Administration (supervisory)

10% or less of time	40.0%
11-20%	16.7%
21-30%	10.0%
31-40%	10.0%
41-50%	6.7%
51-60%	3.3%
91-100%	13.3%

No response - 66.7%

Supervising activities

10% or less of time	57.1%
11-20%	25.7%
21-30%	2.9%
31-40%	5.7%
61-70%	5.7%
71-80%	2.9%

No response - 61.1%

Teaching

10% or less of time	7.5%
21-30%	1.5%
31-40%	3.0%
41-50%	14.9%
51-60%	13.4%
61-70%	14.9%
71-80%	38.8%
81-90%	6.0%

No response - 25.6%

Counseling

10% or less of time	66.1%
11-20%	18.6%
21-30%	6.8%
31-40%	3.4%
41-50%	3.4%
61-70%	1.7%

No response - 34.4%

Reporting

10% or less of time	85.0%
11-20%	3.3%
21-30%	6.7%
41-50%	1.7%
91-100%	3.3%

No response - 33.3%

Record-keeping

10% or less of time	75.7%
11-20%	15.7%
21-30%	1.4%
41-50%	4.3%
71-80%	2.9%

No response - 22.2%

Group meetings

10% or less of time	82.6%
11-20%	10.9%
21-30%	2.2%
31-40%	2.2%
41-50%	2.2%

No response - 48.9%

Lesson preparation

10% or less of time	54.8%
11-20%	32.3%
21-30%	9.7%
41-50%	1.6%
51-60%	1.6%

No response - 31.1%

3. Considering your present objectives, do you think your time is well spent?

Yes	85.6%
No	14.4%

If no, why?

Excessive paperwork	50.0%
Insufficient counseling time	20.0%
Not appreciated	20.0%
Other	10.0%

4. Would it be better if the school were doing something else here?

No	78.7%
Yes	21.3%

If yes, specify

Change curriculum to make more relevant to students	46.8%
Change methods	26.6%
Change attitude	6.6%
More staff	6.6%
Other	13.4%

5. What are your personal work objectives? (Please rank in order of importance.)

To realize my professional potential

1st	36.4%
2nd	40.9%
3rd	13.6%
4th	9.1%

Not ranked - 51.1%

To observe a child progress

1st	60.0%
2nd	35.6%
3rd	2.2%
4th	0.0%
5th	2.2%

Not ranked - 50.0%

To progress through the organization (get promotions)

1st	0.0%
2nd	2.6%
3rd	10.5%
4th	21.1%
5th	65.8%

Not ranked - 57.8%

To maintain a secure job

1st	5.3%
2nd	2.6%
3rd	63.2%
4th	21.1%
5th	5.3%
6th	2.6%

Not ranked - 57.8%

To make more money

1st	0.0%
2nd	15.8%
3rd	15.8%
4th	44.7%
5th	23.7%

Not ranked - 57.8%

Other

1st	50.0%
2nd	50.0%

Not ranked - 95.6%

Specify

Develop program to meet student needs	66.6%
Prepare students to cope with society	16.7%
Other	16.7%

6. Under the present conditions, how would you rate the probability of accomplishing your objectives?

Excellent	29.8%
Good	42.6%
Fair	19.1%
Poor	8.5%

7. What are the most satisfying aspects of your work? (What, if anything, makes your job worthwhile? Why do you keep this job?)

Student growth and progress	44.2%
Self-satisfaction, enjoyment	14.7%
Student contact	11.5%
Job benefits, security	9.8%
Other	19.8%

8. What are the least satisfying aspects of your job?

Red tape	19.6%
Lack of control and discipline	16.1%
No communication with students	12.6%
Lack of equipment, materials	8.9%
Watching students fail	8.9%
Inadequate staff	5.4%
None	8.9%
Other	19.6%

9. How often in the last year were you apprehensive about your physical safety in confronting openly hostile and defensive students?

Often	4.2%
Occasionally	16.7%
Rarely	29.2%
Never	50.0%

No response - 46.7%

Explain

Rarely or never problems	56.7%
Kids with problems can get hostile	13.6%
Can get hurt breaking up fights	9.1%
Other	20.4%

10. What do you have to do to "get ahead" on this job? (To get a good rating, promotion, or increase in salary.)

Take courses, have experience	20.4%
Work hard, efficiently, well	15.2%
Do as requested	15.2%
Please supervisor, politics	13.5%
Impossible	6.8%
Don't know	13.5%

11. Do you think there should be a salary differential between teachers in Special Schools and the regular school system?

Yes	72.0%
No	21.1%
Don't know	6.7%

Why?

More stress, danger	32.2%
Harder work	18.6%
Kids that are failures	20.2%
Extra training	8.8%
Other	20.2%

No response - 28.8%

12. If you had an opportunity to transfer to the public school system near your residence at the same salary, would you be inclined to accept?

No	67.9%
Yes	28.3%
Don't know	3.6%

No response - 7.7%

Why? (from "no" responses)

Don't like public schools	23.8%
Satisfied with present job	16.6%
Like working conditions	14.6%
Enjoy working with these kids	19.0%
Not applicable	4.8%
Don't know	7.2%
Other	14.6%

No response - 7.1%

C. PROGRAM EFFECTIVENESS

1. Do you believe that the educational programs currently available in your camp school are:

Generally responsive to student needs	57.8%
Somewhat responsive, somewhat irrelevant	36.7%
Not responsive, irrelevant	5.6%

2. What is the range of number of pupils in the classes you teach?

From (lowest estimate)

1	11.1%
3	2.8%

4	5.6%
5	16.7%
6	8.3%
7	8.3%
8	5.6%
9	2.8%
10	5.6%
11	2.8%
12	8.3%
13	5.6%
14	2.8%
15	8.3%
17	2.8%
21	2.8%

No response - 60.0%

to (highest estimate)

5	2.8%
6	8.3%
7	5.6%
8	2.8%
9	2.8%
11	2.8%
12	11.1%
15	8.3%
16	5.6%
17	5.6%
18	8.3%
19	2.8%
20	22.2%
23	5.6%
27	2.8%
28	2.8%

No response - 60.0%

What is the average number of pupils in the classes you teach?

4 in a class	5.7%
5	2.9%
6	5.7%
7	5.7%
8	8.6%
10	8.6%
11	2.9%

12	8.6%
13	8.6%
14	2.9%
15	14.3%
16	2.9%
17	8.6%
18	8.6%
20	2.9%
22	2.9%

No response - 61.1%

3. In your opinion, what is the order of importance of the following on educational program effectiveness? (please rank)

Teacher-pupil ratio

1st	35.4%
2nd	39.6%
3rd	14.6%
4th	4.2%
5th	6.3%

Not ranked - 46.7%

Classroom time

1st	0.0%
2nd	8.5%
3rd	6.4%
4th	34.0%
5th	5.1%

Not ranked - 47.8%

Class assignment of students

1st	10.6%
2nd	8.5%
3rd	44.7%
4th	25.5%
5th	10.6%

Not ranked - 47.8%

Personnel qualifications

1st	45.7%
2nd	26.1%
3rd	17.4%
4th	8.7%
5th	2.2%

Not ranked - 48.9%

Facilities

1st	8.7%
2nd	19.6%
3rd	19.6%
4th	28.3%
5th	23.9%

Not ranked - 48.9%

4. In which of the above areas (Question 3) is improvement needed?

Ratio of teacher/pupil	34.2%
Facilities	28.9%
Assignment of students	11.8%
Personnel qualifications	10.5%
None	6.6%
Class time	5.3%
Other	2.6%

What kind of improvement?

Smaller teacher/pupil ratio	29.6%
New equipment and materials	18.7%
Assessment of student needs	15.5%
More classrooms	14.0%
Higher standards for teachers	14.0%
Shorter school terms	4.7%
Other	3.1%

No response - 10.8%

5. How do you rate the adequacy of the following?

Course content

Good	33.3%
Adequate	28.9%
Needs some improvement	31.1%
Needs complete revision	6.7%

No response - 50.0%

Curriculum development

Good	20.5%
Adequate	22.7%
Needs some improvement	45.5%
Needs complete revision	11.4%

No response - 51.1%

Methods

Good	27.9%
Adequate	32.6%
Needs some improvement	30.2%
Needs complete revision	9.3%

No response - 52.2%

Materials

Good	17.4%
Adequate	28.3%
Needs some improvement	43.5%
Needs complete revision	10.9%

No response - 48.9%

Supervision/administration

Good	45.7%
Adequate	23.9%
Needs some improvement	21.7%
Needs complete revision	8.7%

No response - 48.9%

Schools policies and procedures

Good	39.1%
Adequate	23.9%
Needs some improvement	34.8%
Needs complete revision	2.2%

No response - 48.9%

6. Define the problem and possible solutions for the areas above (Question 5) where improvement or complete revision is needed.

Course content

Need more individualization	50.0%
New activities needed	25.0%
Content is irrelevant	12.5%
More basic skills	12.5%

Curriculum development

Doesn't meet student needs	38.5%
Need methods workshops	30.8%
Closer teacher/student contact	15.4%
Other	15.4%

Materials

Up-to-date books needed	47.8%
Better quality materials	13.0%
More student-geared material	8.7%
Visual and video equipment	8.7%
Other	21.7%

Supervision/administration

Source of disciplinary action needs clarification	45.5%
More staff/counselors needed	27.3%
Poor communication	18.2%
Other	9.1%

School policies and procedures

Policies need clarification	30.8%
Who makes policy is not clear	23.1%
Less discipline needed	23.1%
Other	23.1%

7. In your judgment, what type of educational programs are the students most receptive to?

Math (remedial)/reading/English (remedial)	31.6%
Practical/shop/manual/vocational	30.0%
Relevant to needs	5.2%
Art/music	5.2%
Physical education	3.3%
Not "academic"	1.7%
Other	23.0%

Least receptive to?

Academic subjects	51.0%
Rigidity, authoritarianism	12.2%
Traditional lectures	11.6%
What they feel irrelevant	8.7%
Incomprehensible	6.1%
Physical education	2.0%
Don't know	2.0%

No response - 5.8%

8. Can you suggest any other factors which restrain or decrease the potential effectiveness of the education program?

Lack of communication between Probation/School	19.0%
Poor teaching	17.2%
None	15.5%
Class size	8.6%
Lack of materials	6.9%
Paperwork	6.9%
Other	22.4%

9. What methods are now used to evaluate the effectiveness of the educational program other than your own personal evaluation?

Administrative evaluation (Stull Bill)	58.8%
Testing (Pre-Post, WRAT, SORT, Fry, Peabody)	25.5%
Continuous evaluation	5.9%
Probation staff evaluation	2.0%
Other	7.8%

10. Do you feel these methods are adequate?

Yes	52.1%
No	41.3%
Don't know	6.5%

No response - 2.1%

11. What type of information do you need that would allow you to evaluate effectiveness and make timely decisions regarding program content?

Culturally valid evaluative tests	17.8%
Follow-up on students	17.8%
Student behavior modes	13.3%
What is happening in community	11.1%
None	8.9%
Background on each student	6.7%
More skilled staff	6.7%
Don't know	6.7%
Other	11.1%

No response - 8.2%

12. What impact, if any, do you feel that the current educational programs have on student recidivism?

Positive	42.9%
Negative	2.4%
Very little	16.7%
Don't know	11.9%
None	26.2%

No response - 12.5%

Why? (for positive responses)

Basic skills/remedial	37.5%
Motivates to succeed	31.3%
Not forced to work	6.3%
Closer contact	6.3%
Other	18.8%

Why? (for negative responses)

Irrelevant classes	15.4%
Outside environment counteracts	61.5%
Other	23.1%

D. STUDENT NEEDS

1. What process, if any, do you use to identify the individual educational needs of *each* student? (Pretest, observation, counseling, review of case history, transcripts, etc.)

Tests (pre, achievement, etc.)	40.2%
Observation	20.7%
School transcripts	17.2%
Counseling	12.6%
Confer with student	4.6%
Not applicable	1.1%
Other	3.4%

No response - 2.2%

2. What type of clinical and/or diagnostic information for each student is available to you?

School reports/transcripts	20.5%
Clinical work-ups	17.9%
Tests (Peabody, IQ, WISC)	15.4%
Medical tests	12.8%
Court and Probation records	12.8%
Case files	7.7%
None	3.8%
Little	6.4%
Everything	2.6%

3. Do you use the clinical and/or diagnostic information available to you? (List the type of frequency of information used.)

Yes	39.6%
No	20.9%
Sometimes	22.9%
Don't know	2.1%
Not applicable	6.3%
Other	8.4%

Information used

School records	26.1%
Clinical reports	21.7%
Tests	21.7%
Probation file/psychological records	17.4%
Medical/health	13.0%

4. How would you rate the available diagnostic information in assisting you to determine individual student needs?

Adequate	35.0%
Helpful, but not sufficiently comprehensive	41.2%
Does not help	23.7%

No response - 11.1%

5. What additional diagnostic information would you like to have?

None	29.3%
IQ, psychological, achievement tests	21.6%
State test scores	13.8%
Complete clinical work-ups	13.8%
Cumulatives, transcripts	7.8%
Don't know	5.9%
Other	7.8%

No response - 5.6%

6. To what extent do you consult with Probation personnel in determining each individual's needs when he or she enters the system?

Meet with P.O. to determine precise needs for *each* student	22.4%
Meet with P.O. to determine precise needs for *selected* students	38.8%
Consult with Probation personnel periodically to determine group needs	20.0%
Do not consult with Probation personnel	18.8%

No response - 5.6%

7. What, if anything, do you do about the individual educational needs or differences among students?

Individual instruction when possible	59.5%
Group kids by skill	11.9%
Projects of varying complexity	9.5%
Individual pretests	7.1%
Other	11.9%

No response - 10.6%

8. How do you judge student progress? (Periodic achievement test, entry and exit tests, observation, etc.)

Periodic achievement tests	32.5%
Observed behavior/attitude	27.3%
Entry/exit tests	18.2%
Feedback from students	9.1%
Classwork	6.5%
Not applicable	2.6%
No grades	1.3%
Self-evaluation	1.3%

No response - 2.5%

9. What type of records, if any, do you keep on student progress?

Daily work records	26.6%
Weekly grades/evaluation	19.1%
Daily behavior	13.3%
Progress reports	13.3%
Five-week reports	7.3%
Attendance	5.8%
File cards on each	5.8%
Test (WRAT, SORT, Pre-Post) scores	4.4%
Other	4.4%

No response - 5.8%

10. To what extent do you consult with Probation personnel on student progress?

Periodically on all students	43.2%
Periodically on problem/good students	34.1%
Occasionally/frequently on problem/good students	18.2%
Seldom or never	4.5%

No response - 51.1%

11. Do you generally consult with the student to:

(a) Determine his or her basic educational needs?

Yes	86.0%
No	14.0%

No response - 4.4%

(b) Discuss progress, strengths, weaknesses?

Yes	92.9%
No	7.1%

No response - 5.6%

12. How much time in an average day do you spend counseling individual students outside of scheduled class hours?

None or seldom	40.0%
1-10 minutes	3.0%
11-20	5.0%
21-30	22.0%
31-40	0.0%

41-50	8.0%
51-60	11.0%
Over 60	8.0%
Other	3.0%

No response - 6.3%

Is this adequate?

Yes	50.0%
No	36.8%
Not appropriate	13.2%

No response - 20.8%

13. In your opinion, what are the most significant *educational* needs common to the majority of students?

Basic skills	36.7%
Remedial reading/vocabulary	33.3%
Math	16.7%
Vocational training	5.0%
Other	8.3%

No response - 3.2%

Psychological or social needs?

Self-esteem/self-worth/confidence	21.2%
Getting along with others	18.2%
Learning to conform, accept authority	19.7%
Self-identity	10.6%
To care and be thoughtful of others	10.6%
Achievement, motivation	7.6%
Other	12.1%

No response - 4.3%

E. STAFF NEEDS/TRAINING

1. Do regular classroom teachers need instructions in ways to cope with students in detention facilities?

Yes	90.6%
No	9.4%

No response - 5.6%

2. Is the current method of preparing teachers for conducting classes in detention camps adequate?

Yes	10.8%
No	89.2%

No response - 7.8%

4. Do you feel that most teachers know how to design individual programs for their students?

Yes	51.7%
No	48.3%

No response - 3.3%

5. What seminars have you attended in the last year?

Yes, have attended	78.6%
No	21.4%

None		21.4%
L.A. County Institute for Special Schools		13.0%
Individual Instruction Conference		5.6%
Delinquency Remedial Training		5.6%
Behavior Modification		3.7%
Drug Abuse		3.7%
Management		3.7%
Counseling		3.7%
Other seminars listed	less than	3.7%

- Teaching Math
- L.A. City IST
- Required Instruction
- Pepperdine Reading
- Ethnic Group
- Phonics
- CAE MET Conference
- Conference on New Curriculum
- Juvenile Courts
- Science for Delinquents
- Educational Administration
- Data Processing
- Sensitivity
- State CEC
- State Gifted Child Conference
- Urban
- Funding
- County Reading Seminar

New Emission Control Device
Learning Center Workshop
Systems Analysis
Special Schools Administration

No response - 8.5%

What professional group meetings?

Yes, attended meetings last year	72.5%
No	27.5%

No response - 17.0%

Meetings attended:

State Special Schools Administration Association	9.1%
CTA	13.6%
Monthly Counselor Group Meetings	4.5%
Staff Meetings	4.5%
L.A. City Schools Institute	2.3%
L.A. City Salary Meeting	2.3%
County Workshop	2.3%
Music Educators National Conference	2.3%
P.E. Conference	2.3%
Business Educators Association	2.3%
International Fraternity of Teachers	2.3%
Homemaking Meeting	2.3%
National Fraternity of Negro	2.3%
ASCA Quarterly	2.3%
Association of California School Administration	2.3%
Compensatory Education Association	2.3%
National Reading Association	2.3%
Automotive Training	2.3%
Annual Meeting of Special Schools Teachers	2.3%
Affirmative Action Council	2.3%
Juvenile Court Administration Association	2.3%
None	27.5%

6. Do you have any suggestions about what would assist you in keeping up to date?

Teacher institutes	17.5%
More journals	14.3%
College methods courses	14.3%
Tuition reimbursements	8.0%
Visitations of and to specialists	8.0%
Methods institutes	8.0%
Visit other special schools	9.5%
Seminars in downtown administration	4.8%

More in-service training	3.2%
Better teachers	3.2%
None	4.8%
Rap sessions	1.6%
Other	3.2%

No response - 8.7%

7. What auxiliary or support personnel do you now have available to assist you?

None	22.4%
Special Schools coordinators	21.2%
Teachers' aides	15.5%
Consultants (internal and external)	10.3%
Volunteers	6.9%
Principal	3.4%
Speech therapist	3.4%
Student help	3.4%
U-P's	3.4%
Other teachers	3.4%
City Office of Consumer Education	1.7%
Pupil personnel worker	1.7%
Student teacher	1.7%
DPO	1.7%

No response - 5.0%

8. What sort of additional personnel, if any, do you feel would make the educational program more effective?

More paid teachers' aides	24.2%
School counselors	12.1%
More clerical workers	10.6%
More teachers	10.6%
Vocational counselors	6.1%
Pupil/personnel coordinator	6.1%
None	6.1%
Substitute teachers	4.5%
Curriculum coordinators	4.5%
Psychologists	4.5%
Field supervisor	1.5%
Don't know	1.5%
Other	6.1%

No response - 1.5%

9. What are the most important characteristics or attributes for camp school personnel selected or recruited to work in this environment in terms of background, training, experience, motivation, personality, etc.?

Professional

Counseling/psychology experience	18.2%
Teaching background	16.7%
Previous work with delinquent kids	12.1%
Good general education	16.7%
Knowledge of subject matter	16.7%
Knowledge of ethnic backgrounds	6.1%
Know methods	6.1%
Experience with emotionally handicapped	3.0%
Administrative skills	3.0%
None	1.5%

Personal

Honest, open, patient, sensitive	20.2%
Like people, especially kids	13.7%
Warm, understanding	8.9%
Flexible	8.9%
Firm	7.3%
Stable	8.1%
Communication skills	1.6%
Humor	4.0%
Mature, aware, intelligent	3.2%
Other	24.2%

10. In your opinion, does the current staff have these characteristics?

Yes	29.2%
Mostly	35.4%
Some	31.3%
No	4.2%

No response - 46.7%

11. What is the most important characteristic that you feel may be lacking in many of the staff?

Can't think of any	22.2%
Respect and interest in the kids	15.6%
Warmth/concern/commitment	13.3%
Training in skills	13.3%
Tolerance/flexibility	11.1%
Motivation, morale inspiring	8.9%
Understanding	4.4%
Other	11.1%

F. COORDINATION AND COMMUNICATION

2. In which areas do you feel that increased communication would have a significant, positive impact on the effectiveness of the educational program?

Between Special Schools staff and Probation staff	35.6%
Teachers and administration	17.0%
None	15.3%
Special School and Juvenile Hall	5.1%
Special School and aftercare	5.1%
Teachers and parents	3.4%
Special School and public school	3.4%
Probation officers and students	3.4%
Teachers and students	1.7%
Teachers and teachers	1.7%
Probation officers and community	1.7%
Other	6.8%

3. What do you think are the major barriers to effective communication between you and (a) Special Schools staff, (b) Probation Department personnel, (c) other agencies, and (d) students?

(a) Special Schools staff

None	52.2%
Lack of time, availability	19.0%
Geographic location	8.0%
Lack of initiative and/or response by central administration	7.0%
Other	14.0%

(b) Probation Department

None	36.0%
Poor attitude, apathy	22.0%
Different philosophy goals	14.0%
Lack of time	14.0%
Availability	8.0%
Administrative policies	6.0%

(c) Other agencies

None	59.0%
Lack of time	14.0%
No need for communication	11.0%
Lack of contact/knowledge	7.0%
Geographic location	6.0%
Other	3.0%

(d) Students

None	52.0%
Lack of time/scheduling problems	20.0%
Student hostility	13.0%
Language problem/ethnic differences	6.0%
Other	9.0%

4. Do you think that an exchange program of Special Schools staff with community schools would contribute to a better understanding of job functions and responsibilities?

Yes	47.7%
No	45.5%
Possible	2.3%
Don't know	4.5%

Why? (if yes)

Lead to understanding, new ideas	67.2%
All parties could benefit and learn about kids	32.8%

Why? (if no)

Two different activities with different requirements	54.5%
Need special training for delinquents	36.4%
Not needed	9.1%

5. What can you suggest that would improve the understanding, coordination, and communication between the various components which comprise the juvenile camp system?

Consultations and better communication	25.0%
More/better organized meetings	22.9%
Clearer statement of goals	12.5%
Nothing	10.4%
More mutual backing	8.3%
Focus more on students	8.3%
Flexibility in changing attitude	8.3%
Other	4.2%

6. After considering all the areas covered in this interview, how would you summarize your opinion of the strengths and weaknesses of the overall juvenile camp education system. (If desired, include areas that have not been considered in this questionnaire.)

Strengths

Camp environment meets needs of many students, allowing many to learn, camp experience motivates them	25.9%
Remedial skills/vocational classes are good	17.2%
Some good teachers	15.5%
Strong administration	13.8%
Individualized instruction	12.1%
None	1.7%
Other	13.8%

Weaknesses

Lacking funds/materials	25.5%
Overcrowded so not enough individual attention	20.0%
Need more basic skills/programs, don't meet student needs	18.2%
Poor communication between Probation Officers and Special Schools	12.7%
Some weak teachers/administration/Probation Officers	7.3%
Poor attitudes	3.6%
None	1.8%
Other	10.9%

APPENDIX S

SUMMARY OF FINDINGS – PROBATION STAFF INTERVIEWS

Note: Appendix S contains data gathered from a sample of Probation personnel (n = 106) using the Phase I and Phase II Probation Staff Interview Documents (see Appendices G and H). The number preceding each question is the Phase II interview document question number. The percentages corresponding to each data entry are the percentages of responses, unless otherwise indicated. The percentages do not always total exactly 100% because of rounding-off. Not all interview document questions are presented; a small number have been eliminated because the question was ambiguous or repetitive.

Appendix S

SUMMARY OF FINDINGS – PROBATION STAFF INTERVIEWS

Location of interview (camp staff only)

Kilpatrick	13%
Paige	11%
Fenner	11%
Afflerbaugh	10%
Las Palmas	10%
Miller	9%
Rockey	9%
Scott	8%
Gonzales	6%
Scudder	6%

1. How long have you been in the probation or social welfare field?

Under 2 years	9%
2- 5 years	25%
6- 8 years	10%
9-10 years	7%
11-15 years	24%
16-20 years	14%
Over 20 years	11%

2. How long have you been involved in working with youthful offenders?

Under 2 years	11%
2- 5 years	25%
6- 8 years	11%
9-10 years	8%
11-15 years	19%
16-20 years	17%
Over 20 years	9%

In this camp (camp where interviewed)?

Under 1 year	25%
1- 3 years	47%
4- 5 years	7%
6- 8 years	12%
9-10 years	2%
11-15 years	7%
Over 15 years	0%

No response - 45.6%

3. Did you have any special training in working with disturbed or emotionally unstable youth before you accepted your current job?

No	42%
Yes	58%

If yes, nature of special training

College course	39%
Experience on previous job	48%
Experience with volunteer groups	11%
Other	7%

4. What, if any, special training have you had since accepting your current position? (Specify)

Yes	81%
No	19%

If yes, nature of special training

Institutes	30%
Seminars (in-house)	31%
In-service training (orientation, etc.)	33%
University level courses	27%
Volunteer/community service	2%

5. In which age group do you fall?

Under 30	20%
30-39	38%
40-50	27%
Over 50	15%

6. To which ethnic group do you belong?

White	78%
Black	15%
Mexican-American	5%
Oriental	1%
American Indian	0%
Other	1%

7. What is your educational background?

B.A. or B.S.?

Yes	94%
No	6%

If yes, major course of study

Sociology/social science	28%
Psychology	20%
Business/economics	7%
English/speech	7%
Political science	6%
Physical education	5%
Education	4%
Other	23%

M.A. or M.S.

Yes	13%
No	87%

If yes, major course of study

MSW	57%
Psychology	14%
Education	14%
Other	15%

Ph.D. or Ed.D. or J.D.

Yes	2%
No	98%

B. ROLES, RESPONSIBILITIES, MOTIVATION

1. What is your current position/title?

Central Administration	4%
Director I and II	12%
Supervising DPO	19%
DPO III	23%
DPO II	19%
DPO I	9%
Group Supervisor	4%
Community Service Worker	2%
Camp Services Manager	1%
Head Cook	1%
Senior Maintenance Men	2%
Other	4%

2. During a typical day what kinds of professional activities are you engaged in and how much time do you spend on each activity?

Administration (supervision)

10% or less of time	22%
11-20%	16%
21-30%	3%
31-40%	4%
41-50%	7%
51-60%	9%
61-70%	13%
71-80%	16%
81-90%	6%
91-100%	4%

No response - 33%

Supervising student activities

10% or less of time	28%
11-20%	7%
21-30%	6%
31-40%	10%
41-50%	19%
51-60%	10%
61-70%	10%
71-80%	9%
81-90%	0%
91-100%	1%

No response - 33%

Counseling

10% or less of time	31%
11-20%	35%
21-30%	18%
31-40%	7%
41-50%	6%
51-60%	2%

No response - 19%

Reporting

10% or less of time	77%
11-20%	18%
21-30%	5%

No response - 16%

Record-keeping

10% or less of time	79%
11-20%	16%
21-30%	1%
31-40%	1%
41-50%	3%

No response - 26%

Group meetings

10% or less of time	60%
11-20%	28%
21-30%	9%
31-40%	4%

No response - 22%

3. Considering your present objectives, do you think your time is well spent?

Yes	80%
No	20%

If no, why?

Insufficient counseling time	29%
Excessive paperwork/meetings	33%
Insufficient planning time	9%
Other (unrelated)	29%

4. Would it be better if the school were doing something else here?

No	43%
Yes	57%

If yes, specify

More remedial and/or vocational training needed	39%
More individual counseling needed	22%
Better program and/or methods needed	22%
Individualized programs needed	17%

5. What are your personal work objectives? (Rank in order of importance)

To realize my professional potential (out of 6 possible)

1st	49%
2nd	37%
3rd	11%
4th	0%
5th	4%
6th	0%

Not ranked - 45%

To observe a child's progress

1st	36%
2nd	36%
3rd	21%
4th	2%
5th	4%
6th	2%

Not ranked - 46%

To progress through the organization (get promotions)

1st	0%
2nd	12%
3rd	19%
4th	31%
5th	35%
6th	4%

Not ranked - 50%

To maintain a secure job

1st	6%
2nd	10%
3rd	28%
4th	29%
5th	20%
6th	8%

Not ranked - 51%

To make more money

1st	2%	
2nd	6%	
3rd	17%	
4th	37%	
5th	35%	
6th	4%	
		Not ranked - 50%

Other

1st	46%	
2nd	23%	
3rd	15%	
4th	8%	
5th	0%	
6th	8%	
		Not ranked - 87%

6. Under the present conditions, how would you rate the probability of accomplishing your objectives?

Excellent	21%
Good	60%
Fair	14%
Poor	5%

7. What are the least satisfying aspects of your job?

Excessive paperwork, meetings, red tape	25%
Client-related failures	19%
Bureaucratic constraints, inflexibility	11%
Inadequate, poorly motivated staff	7%
Inadequate resources	4%
Ineffective programs	2%
Lack of feedback after release	2%
Other	30%

7a. What are the most satisfying aspects of your job? (Phase 1 only)

Seeing wards improve, client growth, etc.	58%
People-oriented work	11%
High salary, flexible work schedule	7%
Other	24%

8. How often in the last year did you feel apprehensive about your physical safety in dealing with hostile or defensive wards?

Often	8%
Occasionally	15%
Rarely	37%
Never	40%

9. What do you have to do to "get ahead" on this job? (To get a good rating, promotion, or increase in salary.)

Work hard/do job correctly and effectively	23%
Get along with superiors/"don't rock the boat"	14%
Please the supervisor/get good rating from him	10%
Seniority/advanced education	10%
Don't know	7%
Follow orders/procedures	4%
Do a little extra/be creative and innovative	4%
Make consistent, mature decisions	3%
Maintain group control/run secure dorm	3%
AP scores	3%
Relate well to kids	3%
Be committed, dedicated	3%
Be of a racial minority	2%
Do paperwork	2%
Other (unrelated)	9%

10. Do you think there should be a salary differential between teachers in Special Schools and the regular school system?

Yes	73%
No	27%

C. PROGRAM EFFECTIVENESS

1. Do you believe that the educational programs currently available in your camp school are:

Generally responsive to student needs	20%
Somewhat responsive, somewhat irrelevant	60%
Not responsive, irrelevant	20%

2. In your judgment, what type of educational programs are the students most receptive to? Least receptive to?

Most:

Programs relating to vocational training/practical training/manual crafts	51%
Remedial reading & math, basic skills	25%
Individualized, personalized programs	8%
Ethnic studies	5%
Drivers education - training	5%
Other	6%

Least:

Academic, abstract, no practical application	29%
English (not remedial)	11%
History, government	9%
Math (not remedial)	8%
Programs which use traditional/ineffective techniques	8%
Other	35%

3. Can you suggest any factors which restrain or decrease the potential effectiveness of the education program?

Use of traditional, outdated, inadequate methods/materials	15%
Teachers' lack of interest/motivation/concern	15%
Poor teaching/incompetent staff	14%
"No"/"none"	12%
Teachers' lack of special training	8%
Teachers' overly authoritarian/excessive emphasis on conduct	5%
Lack of individualized programs	4%
Classes too large	3%
Disciplinary problems	3%
Lack of culturally relevant material	3%
Other (unrelated)	18%

4. What, if any, role do you play in determining the educational programs?

None	69%
Very little	12%
Make recommendations only	8%
Some	4%
Significant contributions	3%
Other (unrelated)	4%

5. What methods are now used to evaluate the effectiveness of the educational program?

Don't know	36%
None	25%
Pre- and post-testing/GED tests	22%
Grades and school reports	9%
Administrative observation	3%
Other	5%

6. Do you feel these methods are adequate?

Yes	21%
No	63%
Don't know	16%

7. What type of information do you need that would allow you to evaluate effectiveness and make timely decisions regarding educational program content?

Periodic/pre- and post-testing	26%
Child's success in public school after release	11%
Feedback from students/teachers regarding learning situation/methods	13%
Educational goals and program plans	7%
"Better" achievement and IQ tests	6%
Grades and school reports	6%
Direct observation of what goes on in classroom	6%
Student attitude and effort in school	4%
Other	21%

8. What impact, if any, do you feel that the current educational programs have on student recidivism?

None	25%
Negative impact	20%
Positive impact	16%
Very little	14%
Some positive impact	12%
Don't know	7%
Both positive and negative impact	4%
Some negative impact	2%

9. Can you suggest any ways that these programs can be improved?

Better teachers, better teacher education	16%
More vocational education, practical skills	15%
Improved techniques	14%
Smaller classes/individualization	13%
Basic skills/remedial emphasis	9%
Assess needs, relevant curriculum, measure effectiveness	7%
Communication and coordination between Probation and Special Schools	6%
Changes/additions to course content	4%
Other	7%

D. STUDENT NEEDS

1. What process, if any, do *you* use to identify the individual educational needs of *each* student? (Pretest, observation, counseling, conferences with teachers, review of transcripts, etc.)

School transcripts/teacher reports	19%
Conference with student	17%
Observation of student in classroom situation	14%
None	13%
Conference with teachers/staff	7%
Test scores	7%
Counseling	6%
Conference with parents	5%
"Read kids' letters"	5%
Case files and reports	3%
Other (unrelated)	4%

2. What type of clinical and/or diagnostic information on each student is made available to you?

Clinical workups	41%
School reports and transcripts	17%
IQ/WISC/other tests	13%
Probation records	8%
Case files	5%
Court/police reports	4%
None	3%
Other (unrelated)	9%

3. How would you rate the available diagnostic information in assisting you to determine individual needs?

Adequate	25%
Helpful, but not sufficiently comprehensive	55%
Does not help	20%

No response - 9%

4. What additional diagnostic information would you like to have?

None	19%
More thorough clinical/psychological workups	15%
Complete battery of psychological tests (MMPI, Rorschach, etc.)	13%
Aptitude/IQ tests	10%
Comprehensive achievement tests	10%
Neurological analysis	5%
More complete public school reports	3%
Information on cultural biases	3%
Information on student needs and interests	3%
School diagnostic records	3%
Projective/learning potential tests	3%
Don't know	3%
Other	10%

5. To what extent do you consult with school personnel in determining each individual's needs when she or he enters the system?

Meet with teacher/principal to determine precise needs for *each* student.	24%
Meet with teacher/principal to determine precise needs for *selected* students.	27%
Consult with school personnel periodically to determine group needs.	14%
Do not consult with school personnel	35%

No response - 5%

7. What, if anything, do you do about the individual differences among students?

Develop individualized programs	36%
Nothing	23%
Counsel and give individual advice	14%
"Accept and recognize differences, deal with them"	7%
Consult with/make suggestions to Schools staff	6%
Channel student into special classes	4%
Have exceptional students help others	4%
Other	6%

8. How do you judge student progress?

Observed emotional/social behavior in school	28%
School progress reports/grades	23%
Feedback from teachers/other staff	12%
Pre-, post or periodic testing	11%
Feedback from student	9%
Achievement of specified goals	4%
Attendance record	3%
Don't judge	4%
Other	6%

10. To what extent do you consult with Special Schools personnel on student progress?

Periodically on all students	33%
Periodically on problem/good students	14%
Occasionally/frequently on problem/good students	35%
Seldom or never	19%

11. Do you generally consult with the student to:

(a) Determine his or her basic educational needs?

Yes	65%
No	35%

(b) Discuss progress, strengths, weaknesses?

Yes	56%
No	44%

12. How much time in an average day do you spend dealing with a child on an individual basis?

None or seldom	7%
15-30 minutes (inclusive)	18%
1-2 hours (inclusive)	39%
More than 2 hours to 3 hours	11%
More than 3 hours to 4 hours	19%
More than 4 hours to 5 hours	3%
More than 5 hours	3%

13. In your opinion, what are the most significant *educational* needs common to the majority of students?

Remedial reading, writing, math, basic skills	79%
Vocational/practical/manual skills	12%
Vocabulary, language and speech	3%
Other	6%

Psychological or social needs?

Self-esteem, self-worth, self-confidence	23%
Getting along with others, peer acceptance	15%
Being loved, cared for, understood	10%
Self-control	7%
Motivation	5%
Self-identity	5%
General social skills, social awareness	5%
Other	25%

E. STAFF NEEDS/TRAINING

1. Do regular classroom teachers need instructions in ways to cope with students in detention facilities?

Yes	93%
No	7%

2. Is the current method of preparing teachers for conducting classes in detention camps adequate?

Yes	11%
No	89%

No response - 28%

3. In what ways is it inadequate? What additional training would be helpful?

Training and experience in normal and deviant child behavior	22%
Group control and leadership	15%
Sensitivity training/awareness	6%
Joint Schools and Probation training	6%
Don't know	6%
Understanding, knowledge of ethnic culture	6%
Counseling techniques	6%
Human effectiveness training	6%
Other	33%

4. Do you feel that most teachers know how to design individual programs for their students?

Yes	49%
No	51%

No response - 14%

5. What are the most important characteristics or attributes for camp school personnel selected or recruited to work in this environment in terms of background, training, experience, motivation, personality, etc.?

Professional

Training/education in deviant behavior	25%
Field experience with delinquent kids	17%
Knowledge of subject matter	16%
Cultural awareness	8%
Training/credential in special education	7%
Group skills, leadership	6%
Other	21%

Personal

Self-confidence, secure	10%
Tolerance, patience	7%
Concern, commitment	6%
Communication skills	6%
Stability	6%
Creativity	6%
Firmness	5%
Understanding	5%
Honesty, integrity	5%
Other (e.g., sensitivity, fairness, enthusiasm, etc.)	44%

6. In your opinion, does the current staff have these characteristics?

Yes	3%
Mostly	23%
Some	65%
No	9%

No response - 47%

7. What are the most important characteristics that you feel may be lacking in many of the School staff?

Concern, commitment	13%
Understanding	8%
Motivation	7%
Creativity	6%
Interest and enthusiasm	6%
Stability	6%
Tolerance, patience	4%
Sensitivity	4%
Other	46%

F. COORDINATION AND COMMUNICATION

2. In which areas do you feel that increased communication would have a significant, positive impact on the effectiveness of the educational program?

Between

Schools staff and Probation staff	65%
Teachers and parents	5%
Teachers and students	5%
Teachers and principals	4%
Probation staff and parents	3%
Probation administration and Probation staff	2%
Teachers and teachers	2%
Schools staff and community schools	2%
Probation staff and community	2%
Other	10%

3. What do you think are the major barriers to effective communication between you and

(a) Special Schools staff

Lack of time	31%
No organizational interface	18%
None	16%
Lack of willingness, initiative	6%
Different functions and goals	4%
Different ideology	3%
Disinterest by Schools staff	3%
Other	19%

(b) Probation Department personnel

None	66%
Lack of time	12%
Attitude/personality differences	9%
Bureaucratic administration	5%
Geographic separation	3%
Other	5%

(c) other agencies

None	57%
Different attitudes/philosophy	10%
Geographic separation	9%
Lack of knowledge of each other's problems	7%
Lack of time	6%
Bureaucratic red tape	6%
Other (unrelated)	5%

(d) students

None	62%
Lack of time	12%
Authority relationship	9%
Cultural/ethnic differences	9%
Other (unrelated)	8%

4. Do you think that an exchange program of Special Schools staff with community schools would contribute to a better understanding of job functions and responsibilities?

Yes	50%
No	50%

5. What can you suggest that would improve the understanding, coordination, and communication between the various components which comprise the juvenile camp system?

More/better organized meetings between Probation and Special Schools	35%
Unification of camp administration	20%
Clear statement of goals	10%
Encounter/confrontation sessions	4%
Other (unrelated)	31%

6. After considering all the areas covered in this interview, how would you summarize your opinion of the strengths and weaknesses of the overall juvenile camp education system (if desired, include areas that have not been considered in this questionnaire.)

Strengths

Remedial/basic skills classes	29%
Some good teachers	21%
Some students learn, are motivated, or have their needs met	10%
Individualized programs	10%
None	8%
Reinforce habits of daily attendance in school	7%
Other	15%

Weaknesses

Poor communication between Probation and Special Schools	16%
Some weak teachers/administrators	12%
Inadequate job training	11%
Inadequate subject matter	11%
Programs don't meet needs	5%
Poor teacher attitude/morale	4%
Other	41%

APPENDIX T

SUMMARY OF FINDINGS – SUPPLEMENTARY POINTS OF VIEW ANALYSIS

POINTS OF VIEW ANALYSIS

At the request of the Special Schools Administration, a supplementary analysis was performed to determine the extent to which different points of view existed among various groups regarding the importance of the 45 objectives (shown on pages T-10 through T-12). The data employed in this analysis were the ratings of importance, and were collected from the following five groups of raters:

Group	Forms returned
Special Schools Personnel	74
Camp Probation Personnel	113
Other Camp Personnel	12
Public School Personnel	13
Juvenile Court Personnel	15

An initial phase of the points of view analysis involved determination of which objectives were rated similarly and which were rated differently by these five groups. In order to examine such group differences, a Multivariate Analysis of Variance (MANOVA) was performed. This form of statistical analysis provides two kinds of information. First, it indicates whether there are significant differences *anywhere* among the 45 objectives, and, secondly, it pinpoints exactly which objectives were the ones rated most different.

The multivariate test for the equality of group ratings across all 45 objectives was highly significant ($p < .001$), indicating that important differences did exist in the ratings. These differences are depicted graphically on pages T-13 through T-22, which presents the average "importance" ratings for each objective by each of the five groups. Those objectives that were rated significantly different are indicated by an asterisk and a level of statistical significance.[1] For example, the difference in the way the five groups rated Objective 3 was found to be significant at the level $p < .001$. This means that the probability of this difference occurring merely by chance is less than 1 in 1,000.

---

[1] Subsequent to the multivariate test for equality of mean ratings, univariate F tests were performed for each of the 45 objectives separately. Objectives with statistically significant univariate tests are indicated by an asterisk to denote the level of significance. For a more detailed discussion of this form of analysis, the reader is referred to Bock and Haggard (1968).

Although there are clear differences in the way the five groups rated the objectives, it is difficult to get a general idea of the underlying nature of these differences merely by looking at how the groups rate specific objectives. What is needed is a procedure for reducing the complexity of the data so that the ratings of the 45 individual objectives can be summarized in terms of a fewer number of basic, underlying dimensions. Once these basic dimensions have been identified, we can proceed to investigate the nature of different points of view among the five groups of raters.

In order to identify underlying dimensions, the ratings of the 45 objectives were intercorrelated and a principal-components analysis performed on the correlations among the objectives.[2] The results of this analysis appear on pages T-6 and T-7, which present the two principal components corresponding to the two basic dimensions that were found to underlie the ratings of all 45 objectives. The first principal component is defined primarily by objectives that describe "model student behaviors"; that is, behavioral characteristics that typify the ideal student and which facilitate successful academic progress. The second principal component is presented on page T-7, and emerges as a bipolar dimension. One pole of this dimension is defined by objectives that describe aspects of good "citizenship," while the other pole is defined by objectives that describe aspects of "scholarship." The positive (+) and negative (-) signs attached to the loadings do not mean that one pole is more important than the other, but merely that this dimension does in fact have two opposing extremes. In terms of the ratings, individuals who rated the citizenship pole high necessarily rated objectives associated with the scholarship pole somewhat lower, and vice versa.

Taken together, the two principal components suggest an interesting interpretation for the set of objectives. More specially, the second principal component, and its associated set of objectives, may be described as desirable student outcomes. That is, successful progression through the educational system should produce students who possess characteristics of good "citizenship" and "scholarship." The first principal component, and its associated objectives, seem to describe the intervening variables necessary for attainment of the desired outcomes defined by Principal Component II. That is, in order to maintain successful academic progress and eventually achieve qualities of citizenship and scholarship, the youth must display "model student behaviors."

---

[2] The first two principal components, together accounting for 46.1% of the original variance, were rotated obliquely by the *biquartimin* method. The correlation between the rotated principal components was negligible, $r = {}^{-}.02$. For a more detailed discussion of this and the following analytic procedures, the reader is referred to any standard text on factor analysis (e.g., Malaik, 1972; Harman, 1967).

Having identified two basic dimensions underlying the ratings of the 45 objectives, further steps were taken to analyze different points of view among the five groups with respect to these dimensions. The statistical procedure involved calculating the factor scores of the raters on the two principal components; that is, two scores were derived for each rater indicating the extent to which his ratings were related to the two principal components. To investigate possible group differences, a MANOVA was performed on these factor scores. The multivariate test for the equality of group scores on the two principal components was highly significant ($p < .001$), indicating that important differences in points of view did exist among the groups. These differences appear on page T-8, which presents mean factor scores for each group on Principal Components I and II. It is clear that there are significant differences in the extent to which the five groups are related to the two principal components.

In order to more easily interpret the meaning of these divergent viewpoints among the groups, the data on page T-9 has been presented graphically. Inspection of this figure indicates that with respect to Principal Component I, Probation, public school and Juvenile Court personnel share a viewpoint that is distinct from that held by Special Schools and other camp personnel. In terms of group ratings, this implies that Special Schools and other camp personnel rated the objectives associated with "model student behaviors" relatively higher in importance than did the other three groups. With respect to the second Principal Component, it is clear that Juvenile Court and public school personnel tend toward the "citizenship" pole, while Probation personnel are in the middle, and Special Schools and other camp personnel fall toward the "scholarship" pole. This configuration indicates Juvenile Court and public school personnel rated the objectives associated with citizenship relatively higher than those associated with scholarship, whereas the opposite is true for Special Schools and other camp personnel. Probation personnel, on the other hand, apparently endorsed citizenship and scholarship equally.

It is interesting to note that the Public School personnel assigned greater importance to aspects of citizenship than to aspects of scholarship. One might expect the reverse to be true since these individuals are primarily responsible for the educational process that presumably leads students to acquire characteristics of scholarship. The project team suspects that the endorsement of objectives associated with citizenship actually reflects a concern on the part of public school personnel for classroom control and management. The view is corroborated in other studies we are aware of in which teachers have assigned higher priority to objectives and goals that are discipline-oriented or concerned with the students' socialization than to academic-oriented ones.

REFERENCES

Bock, R. D., and Haggard, E. A. The use of multivariate analysis of variance in behavioral research. In D.K. Whitla (Ed.), *Handbook of measurement and assessment in behavioral sciences.* Mass.: Addison-Wesley, 1968. Pp. 100-142.

Harman, H. F. *Modern factor analysis.* Chicago: University of Chicago Press, 1967.

Mulaik, S. A. *The foundations of factor analysis.* New York: McGraw-Hill Book Co., 1972.

PRINCIPAL COMPONENT I

MODEL STUDENT BEHAVIORS

Loading	No.	Educational Statement
.77	16	Each student will express himself easily and clearly in conversations and class discussions.
.75	22	Each student will show persistence at study, at work, and at problem solving.
.73	11	Each student will have good work habits, be prompt, and will not waste time.
.72	25	Each student will use his time well, make a schedule and stick to it.
.72	29	Each student will obey laws, school rules and regulations.
.71	13	Each student will show tolerance of others, their appearance and their beliefs.
.70	41	Each student will be able to think logically and recognize unstated assumptions or unwarranted conclusions.
.70	18	Each student will help and protect people who are weaker than himself.

PRINCIPAL COMPONENT II

CITIZENTSHIP (+) VS. SCHOLARSHIP (-)

Loading	No.	Educational Statement
.50	14	Each student will be willing and able to settle differences with others by means of discussion and compromise rather that force and violence.
.49	34	Each student will control his impulsive behavior.
.48	43	Each student will resist peer pressure to do things that are potentially harmful to himself or others.
.46	29	Each student will obey laws, school rules and regulations.
.45	7	Each student will consider in advance the consequences of his behavior.
.36	45	Each student will be honest.
-.41	20	Each student will read for pleasure.
-.43	31	Each student will know basic concepts of science, history, and other academic subjects.
-.50	23	Each student will write clear, well-organized letters, essays, etc.
-.60	38	Each student will understand quantitative concepts in mathematics and science.
-.63	36	Each student will enjoy intellectual discussions.
-.65	27	Each student will enjoy art and music.

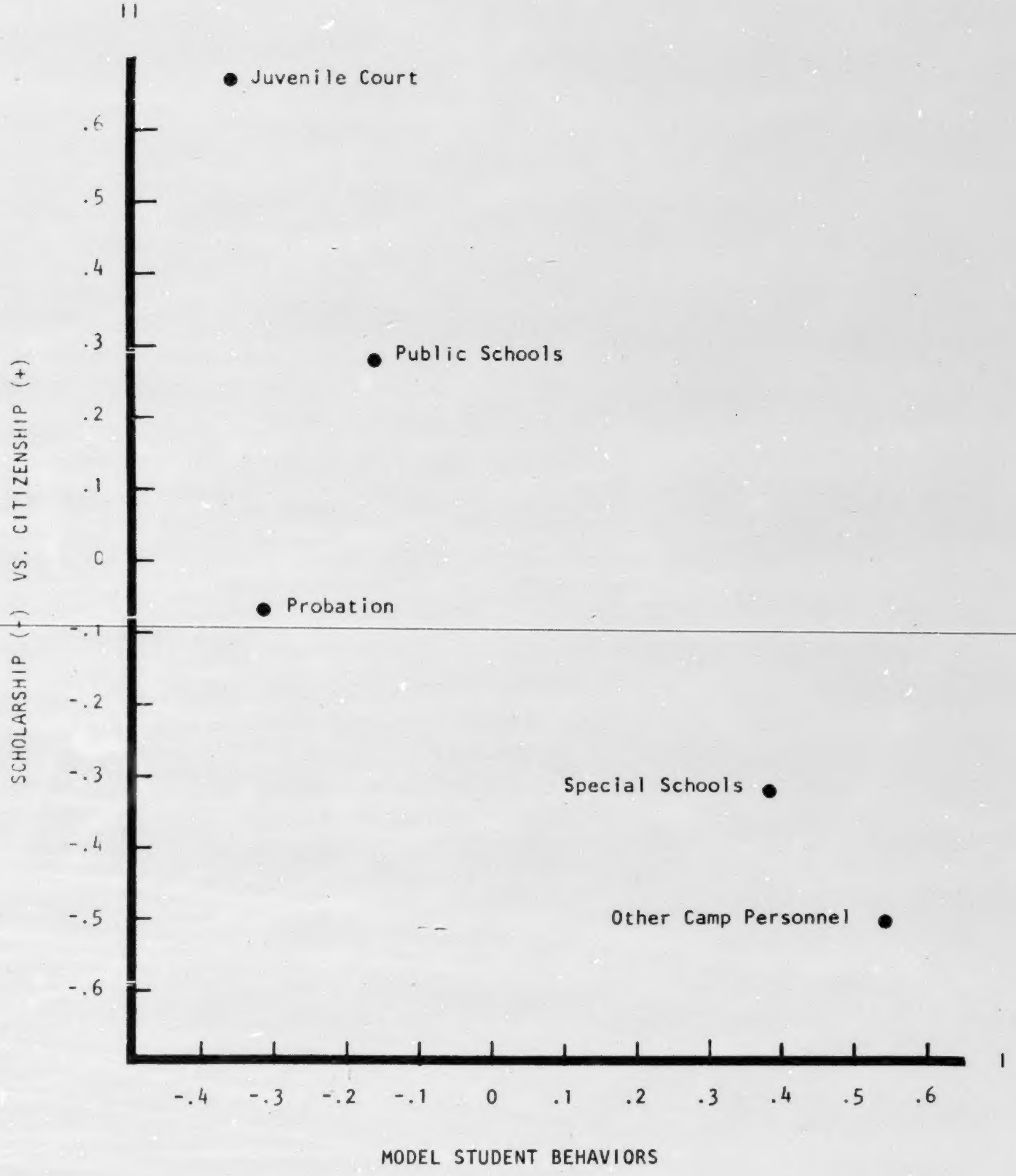
MEAN SCORES OF FIVE GROUPS OF RATERS ON PRINCIPAL COMPONENTS I AND II

	PRINCIPAL* COMPONENT I	PRINCIPAL** COMPONENT II
SPECIAL SCHOOLS	.380	-.316
PROBATION	-.317	-.065
OTHER CAMP PERSONNEL	.540	-.502
PUBLIC SCHOOLS	-.165	.281
JUVENILE COURT	-.372	.667

*$p<.05$
**$p<.01$

PRINCIPAL COMPONENT CENTROIDS

FOR FIVE GROUPS OF RATERS



T-10

45 OBJECTIVES

1. Each student will seek help from others when he needs it.
2. Each student will read rapidly and with comprehension.
3. Each student will regard mathematics as useful and interesting.
4. Each student will show consideration for the feelings of others.
5. Each student will take care of his own belongings and the property of others.
6. Each student will attend to his own health and grooming.
7. Each student will consider in advance the consequences of his behavior.
8. Each student will understand basic concepts in art and music.
9. Each student will investigate a variety of occupations to the end of finding a suitable occupation for himself.
10. Each student will work cooperatively with his peers on projects that require group effort.

~~11. Each student will have good work habits, be prompt, and will not waste time.~~

12. Each student will know fundamental skills of mathematics and their daily applications.
13. Each student will show tolerance of others, their appearance and their beliefs.
14. Each student will be willing and able to settle differences with others by means of discussion and compromise rather than force and violence.
15. Each student will study at least one subject because he likes it, not merely because it is required.
16. Each student will express himself easily and clearly in conversations and class discussions.
17. Each student will accept advice and directions from superordinates.
18. Each student will help and protect people who are weaker than himself.
19. Each student will listen accurately, take good notes and follow oral directions.
20. Each student will read for pleasure.

21. Each student will take pride in his work.

22. Each student will show persistence at study, at work, and at problem solving.

23. Each student will write clear, well-organized letters, essays, etc.

24. Each student will feel self-confident and believe that he is able to learn and solve problems if he tries.

25. Each student will use his time well, make a schedule and stick to it.

26. Each student will take an active part in improving his neighborhood and community.

27. Each student will enjoy art and music.

28. Each student will feel that this country is his country and have a sense of pride in its history.

29. Each student will obey laws, school rules and regulations.

30. Each student will know how to manage his money well, how to save, budget and shop skillfully.

31. Each student will know basic concepts of science, history, and other academic subjects.

32. Each student will be knowledgeable about community affairs at the local, national, and international levels.

33. Each student will make and keep friends.

34. Each student will control his impulsive behavior.

35. Each student will engage in a variety of hobbies and other activities he enjoys doing.

36. Each student will enjoy intellectual discussions.

37. Each student will feel that people who are important to him like him.

38. Each student will understand quantitative concepts in mathematics and science.

39. Each student will look out for his interests without being unduly offensive.

40. Each student will be able to verbalize a set of moral and ethical principles which he uses as a guide to his own behavior.

41. Each student will be able to think logically and recognize unstated assumptions or unwarranted conclusions.

42. Each student will like school.

43. Each student will resist peer pressure to do things that are potentially harmful to himself or others.

44. Each student will be able to translate colloquial expressions into standard American English.

45. Each student will be honest.

T-13

MEAN RATINGS OF THE IMPORTANCE OF 45 OBJECTIVES BY FIVE GROUPS OF RATERS

KEY:

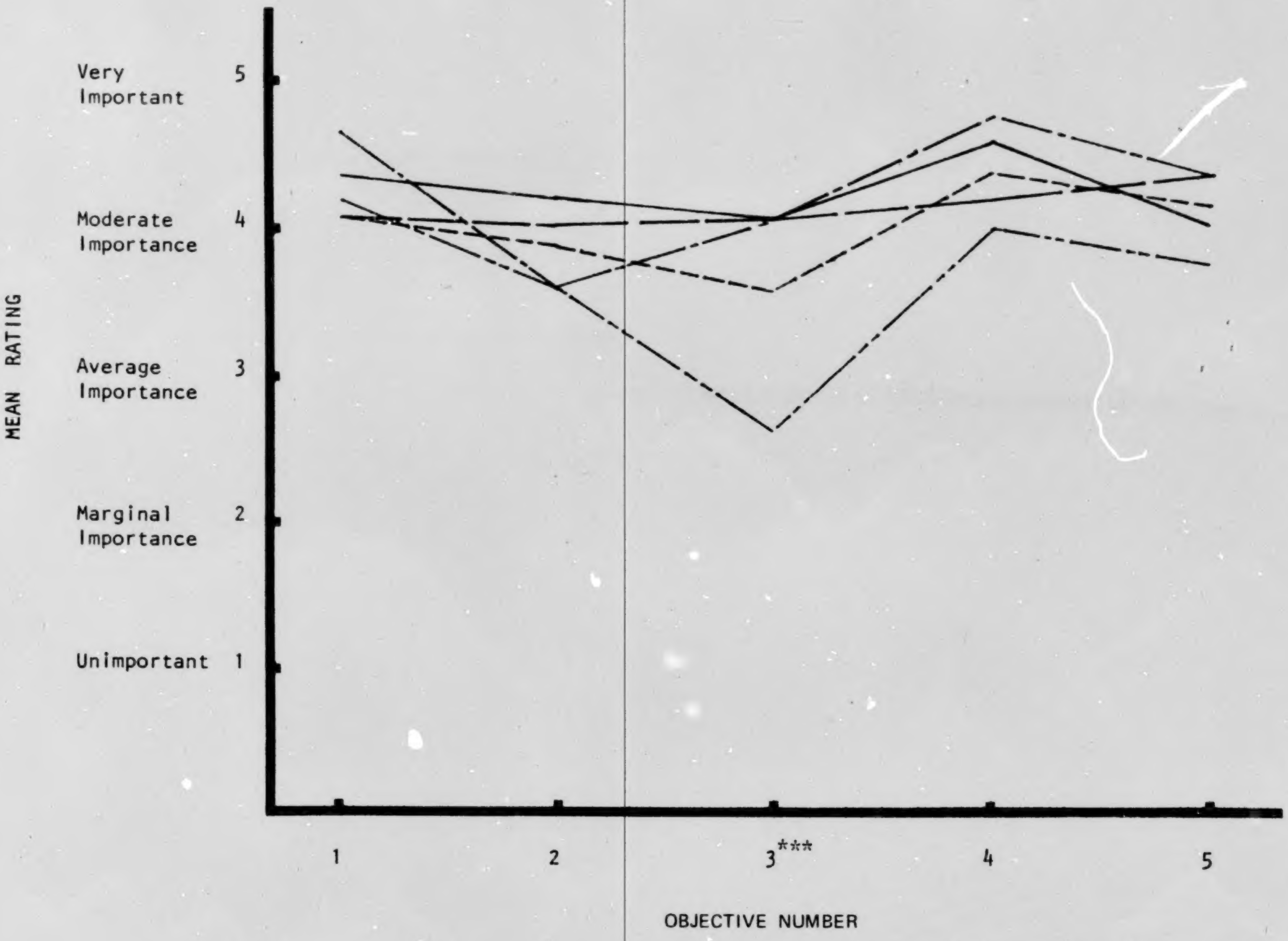
├──────────┤ Special Schools

├ - - - - - - - - ┤ Probation

├── - ── - ──┤ Other Camp Personnel

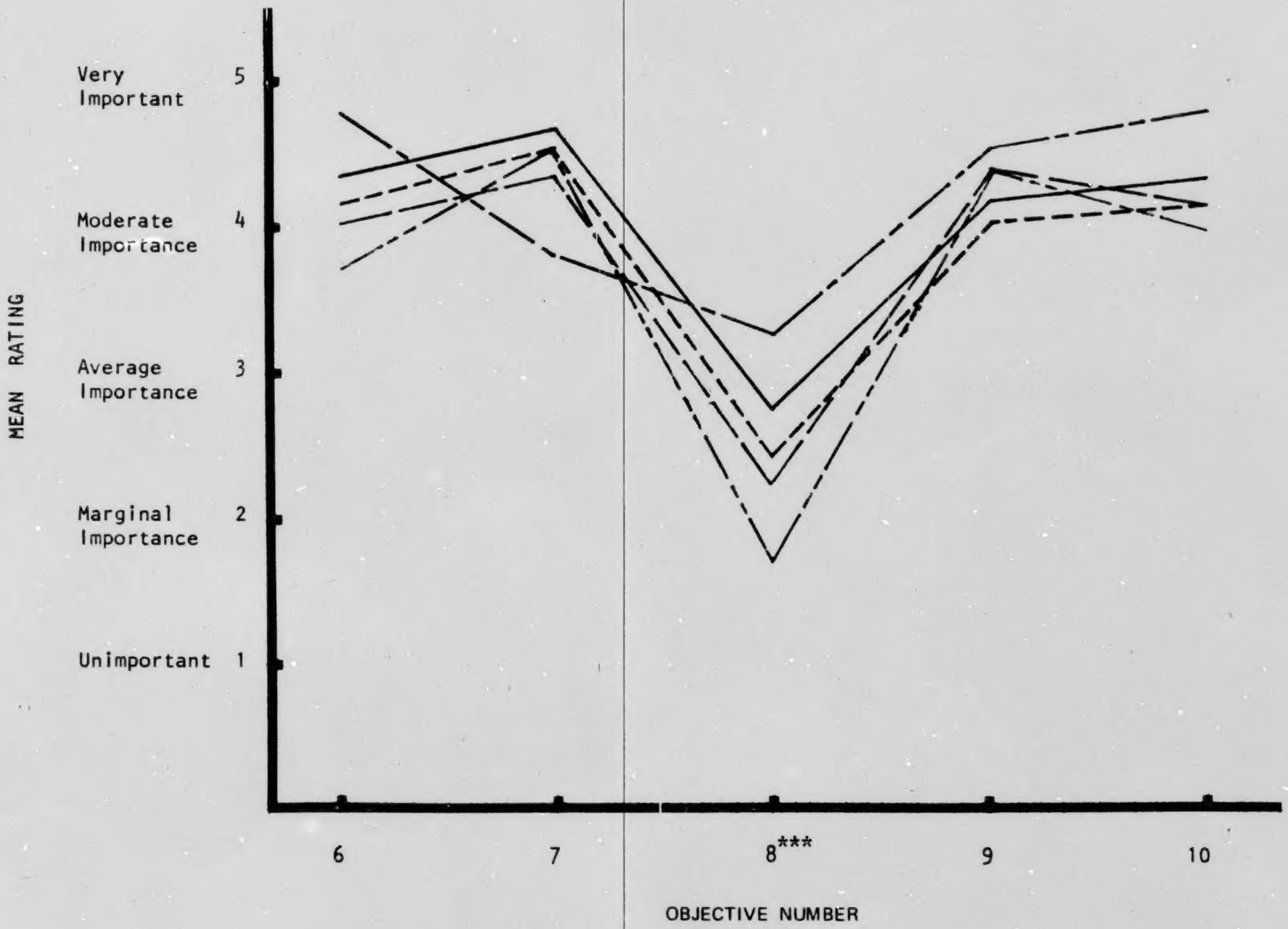
├── ── ── ──┤ Public Schools

├── - - ── - -┤ Juvenile Court

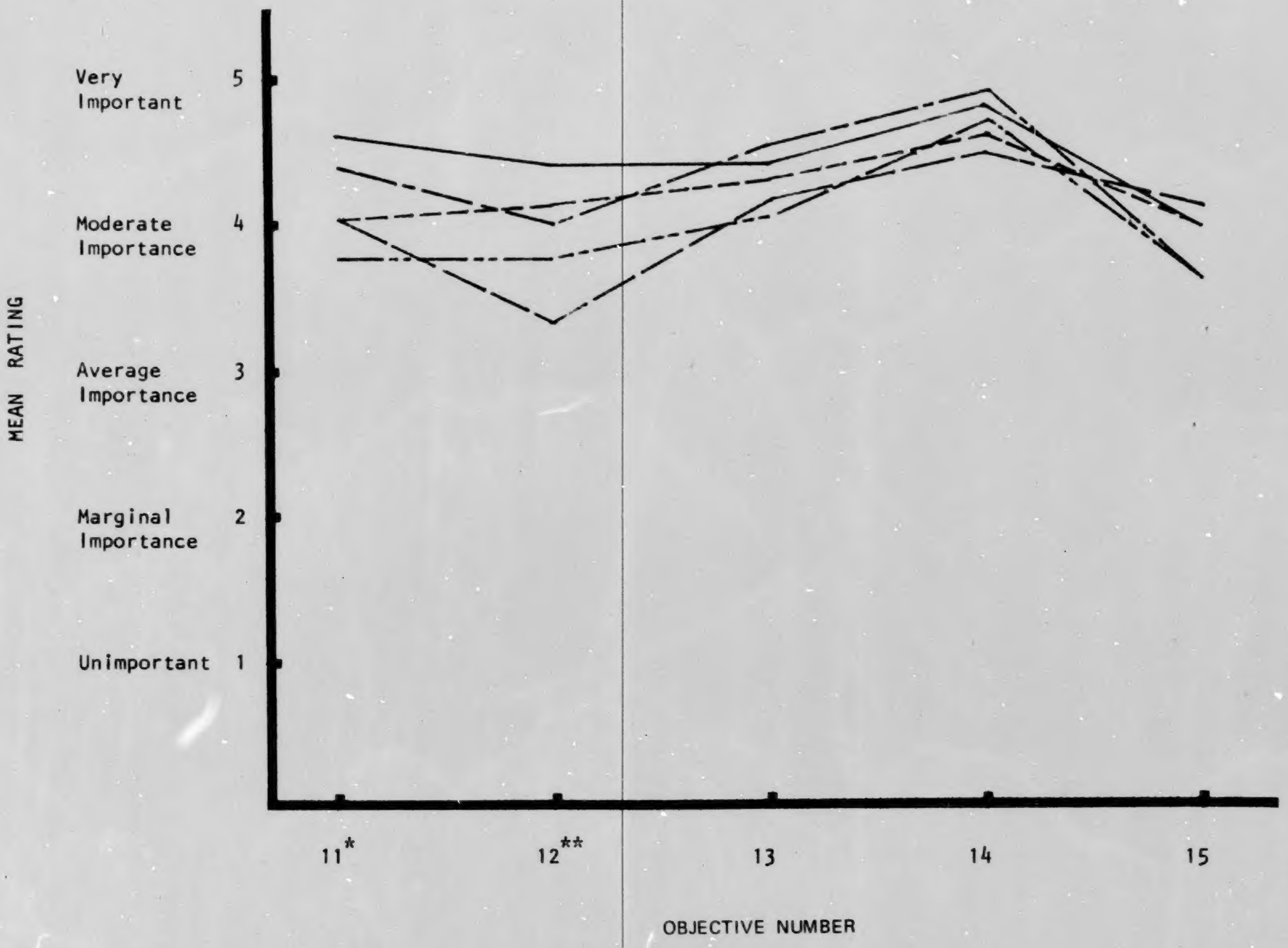

MEAN RATING
Very Important
Moderate Importance
Average Importance
Marginal Importance
Unimportant
5
4
3
2
1
1
2
3***
4
5
OBJECTIVE NUMBER

*** $p < .001$

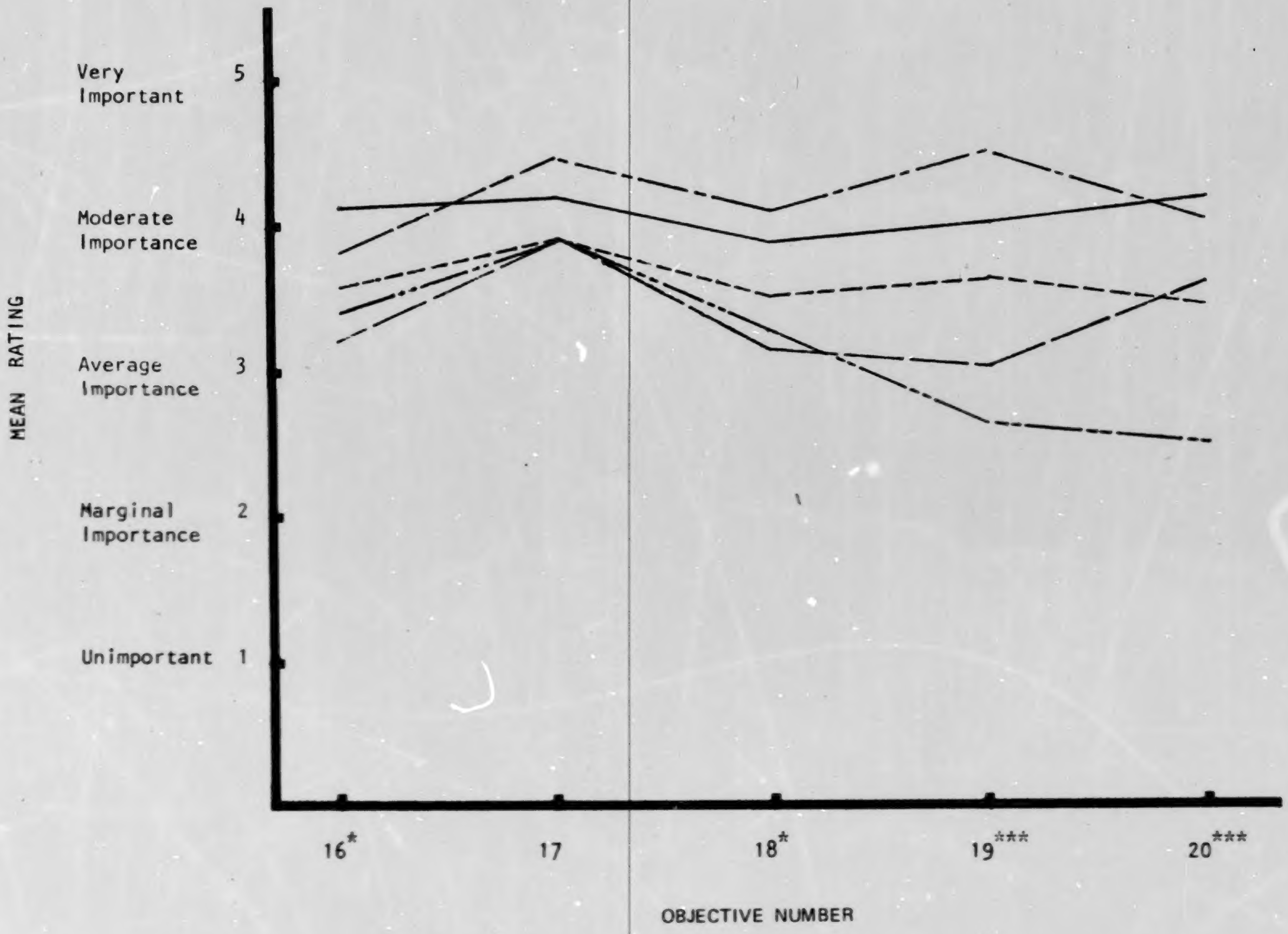
T-14


MEAN RATING
Very Important 5
Moderate Importance 4
Average Importance 3
Marginal Importance 2
Unimportant 1
6
7
8***
9
10
OBJECTIVE NUMBER

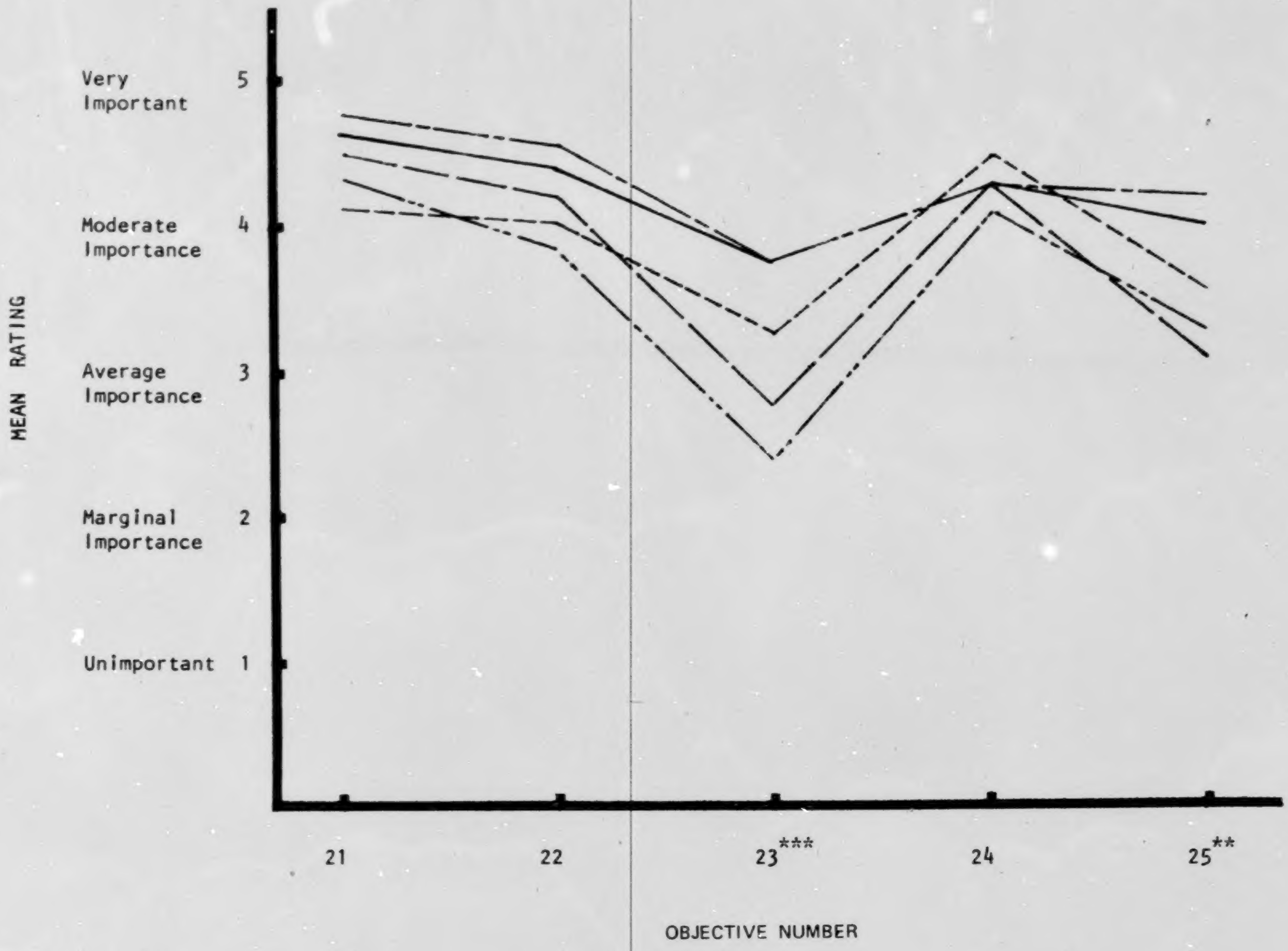
*** $p < .001$


MEAN RATING
Very Important 5
Moderate Importance 4
Average Importance 3
Marginal Importance 2
Unimportant 1
11*
12**
13
14
15
OBJECTIVE NUMBER

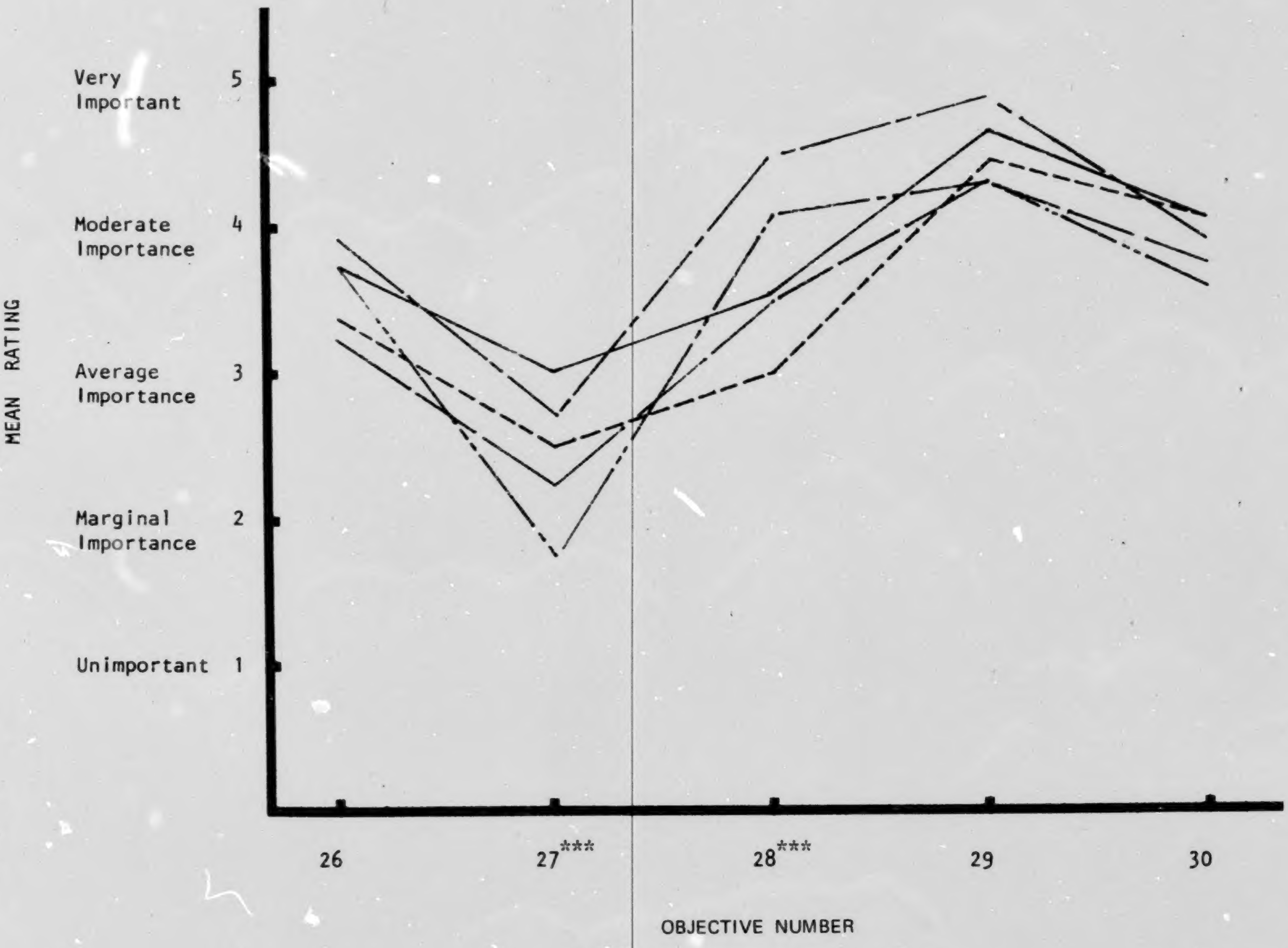
* p < .05
** p < .01


Very Important
5
Moderate Importance
4
Average Importance
3
Marginal Importance
2
Unimportant
1
MEAN RATING
16*
17
18*
19***
20***
OBJECTIVE NUMBER

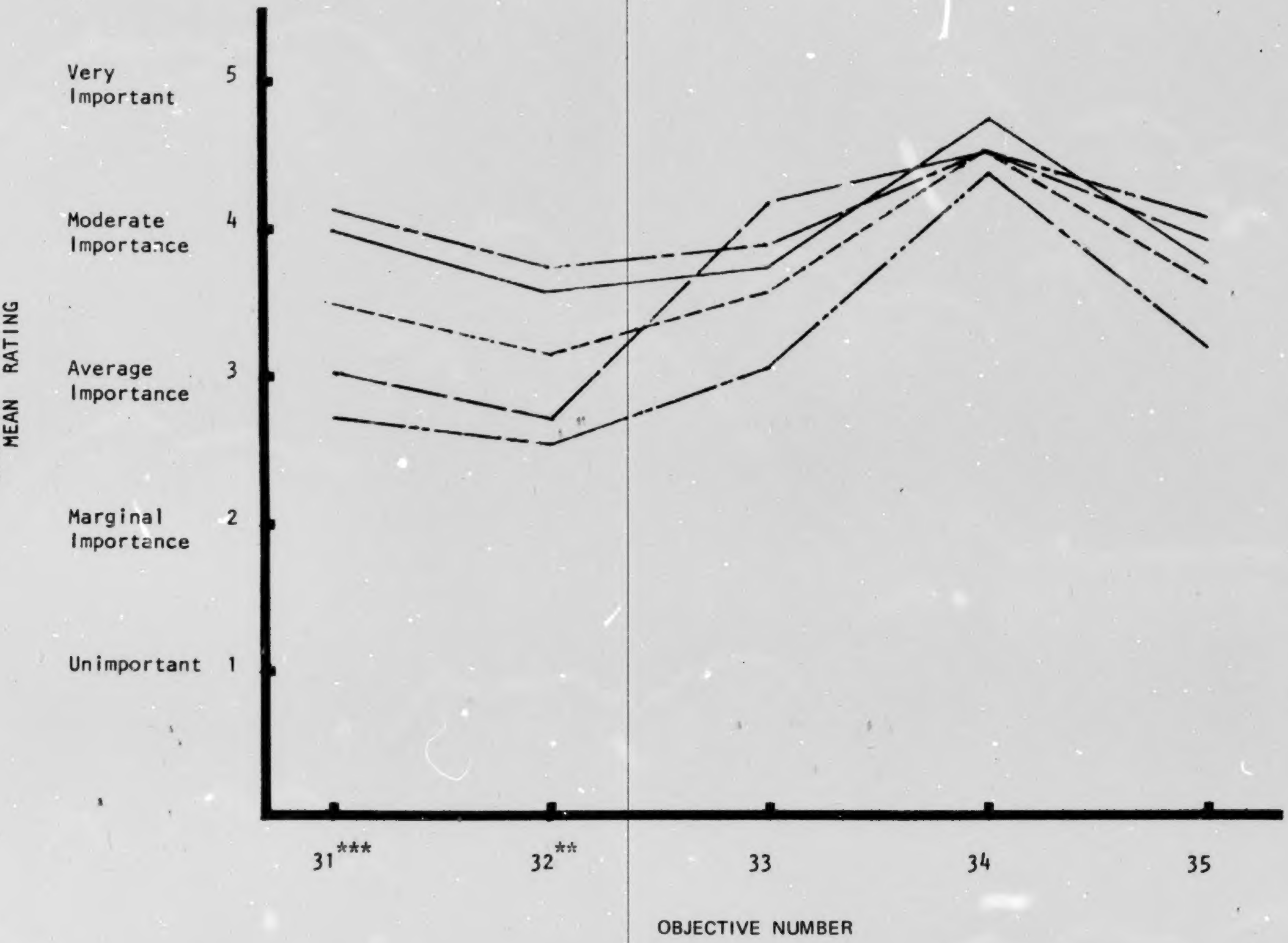
* $p < .05$
*** $p < .001$


MEAN RATING
Very Important 5
Moderate Importance 4
Average Importance 3
Marginal Importance 2
Unimportant 1
21
22
23***
24
25**
OBJECTIVE NUMBER

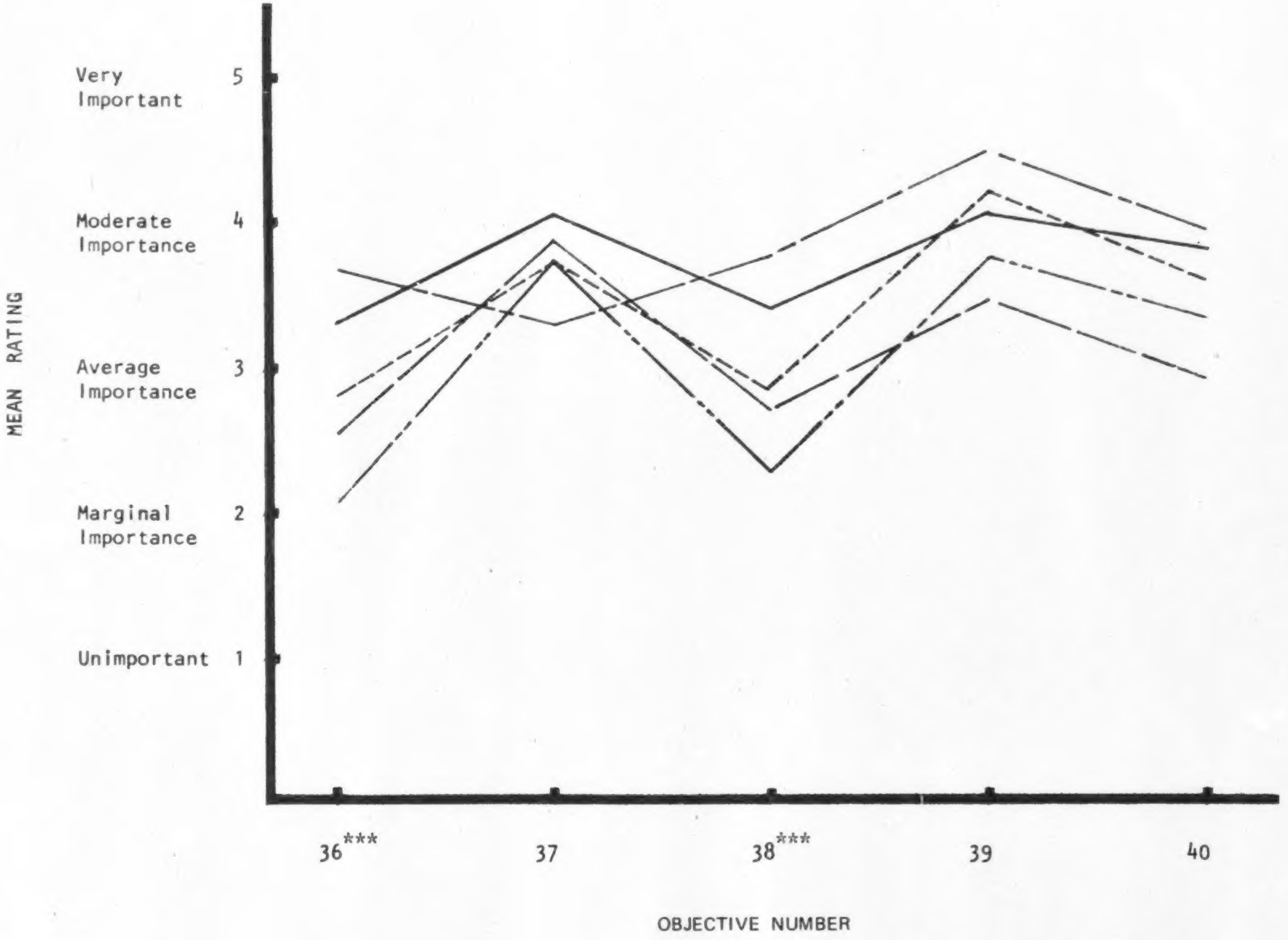
** $p < .01$
*** $p < .001$


MEAN RATING
Very Important 5
Moderate Importance 4
Average Importance 3
Marginal Importance 2
Unimportant 1
26
27***
28***
29
30
OBJECTIVE NUMBER

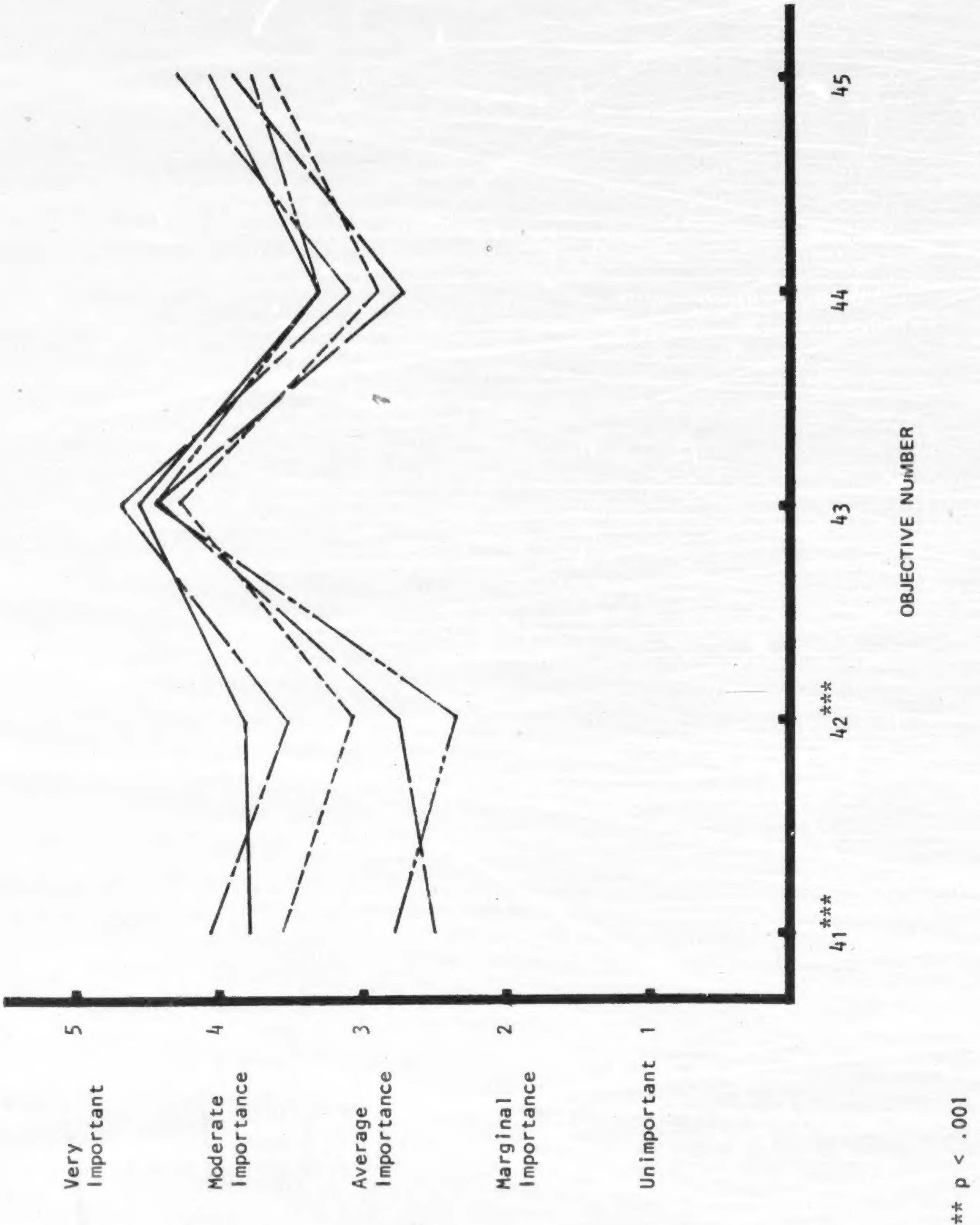
*** p < .001


MEAN RATING
Very Important
5
Moderate Importance
4
Average Importance
3
Marginal Importance
2
Unimportant
1
31***
32**
33
34
35
OBJECTIVE NUMBER

** p < .01
*** p < .001


MEAN RATING
Very Important 5
Moderate Importance 4
Average Importance 3
Marginal Importance 2
Unimportant 1
36***
37
38***
39
40
OBJECTIVE NUMBER

*** p < .001


MEAN RATING
Very Important
Moderate Importance
Average Importance
Marginal Importance
Unimportant
5
4
3
2
1
41***
42***
43
44
45
OBJECTIVE NUMBER

*** p < .001